



# **Combined Deaf Education Centres**

## **ANNUAL REPORT**

**2019**

On Behalf of Board of Trustees

2 March 2020

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## ***1 Executive Summary 2019 School Year***

This Annual report of Kelston and van Asch Deaf Education Centres is the last report from these two school entities. Since the inception of the Combined Board for Kelston and van Asch DEC's in 2012, the centres under the governance of the Combined Board have progressively strengthened their shared work on driving the strategic direction of the Board to lift student achievement.

During the 2019 school year the School's Leadership teams strengthened their collaborative approach to ensure they optimised opportunities for communication and sharing knowledge and skills between the Deaf Education Centres *so a shared focus on lifting Deaf and hard of hearing student achievement for those enrolled at and those receiving services from the two Centre could begin to be realised.*

In January 2019, two Deaf Education Centres under the shared leadership of the two Principals formed a Joint Senior Leadership Team (JSLT). This team worked closely together and with Middle Leaders to progress the Boards current strategic goals as recorded in section 2 of this report.



National Curriculum work has focused on developing a shared understanding of:

- Leadership of Teaching and Learning through a shared vision and approach on how we will strengthen teaching and learning.
- Leaders and teachers have a shared understanding and practice of Collaborative Teaching as Inquiry
- National review of Local Curriculum design - see Pathways Diagram page 3.
- Formative Assessment with a focus on written language assessment tools and tools to support overall teacher judgements.

***These National Curriculum initiatives were progressed in the following ways:***

- Formation of National Curriculum Leadership team – Student Achievement Learning teams (SALT Whakmana)
- Shared JSLT Professional Learning from Andy Hargraves, Collaborative Leadership and Lynn Sharratt, Faces on the Data and Internal shared PLD on Open to Learning Conversations framework.
- Shared Professional Learning at the National Cluster meeting on 15-16 April 2019. All staff accessed this through virtual means.
- National Staff meetings held twice a term. These were able to be accessed by all staff through virtual connection managed by the DEC's resource centre shared work.
- The Student Achievement Facilitators who had been in place since 2017 moved their support to monitoring phase during 2019. In their report that signalled this shift in November 2018, they advised that the Board should at this time focus on student achievement reporting for enrolled students whom the Board has full responsibility for.

- This was the first year National Curriculum reports were presented to the Board with focus on these students. National assessment and moderation informed student data reporting.
- The key professional learning for teachers on Collaborative Team Inquiry was supported by MoE Centrally Funded PLD. Evaluation Associates worked with SALT Whakamana to ensure deliberate leadership was established to lead the Curriculum work.

The following sections of this report include the highlights of work across all aspect of the Centre's:

- school and preschools
- residential homes
- resource centre
- regional specialist teaching services
- property and financial matters

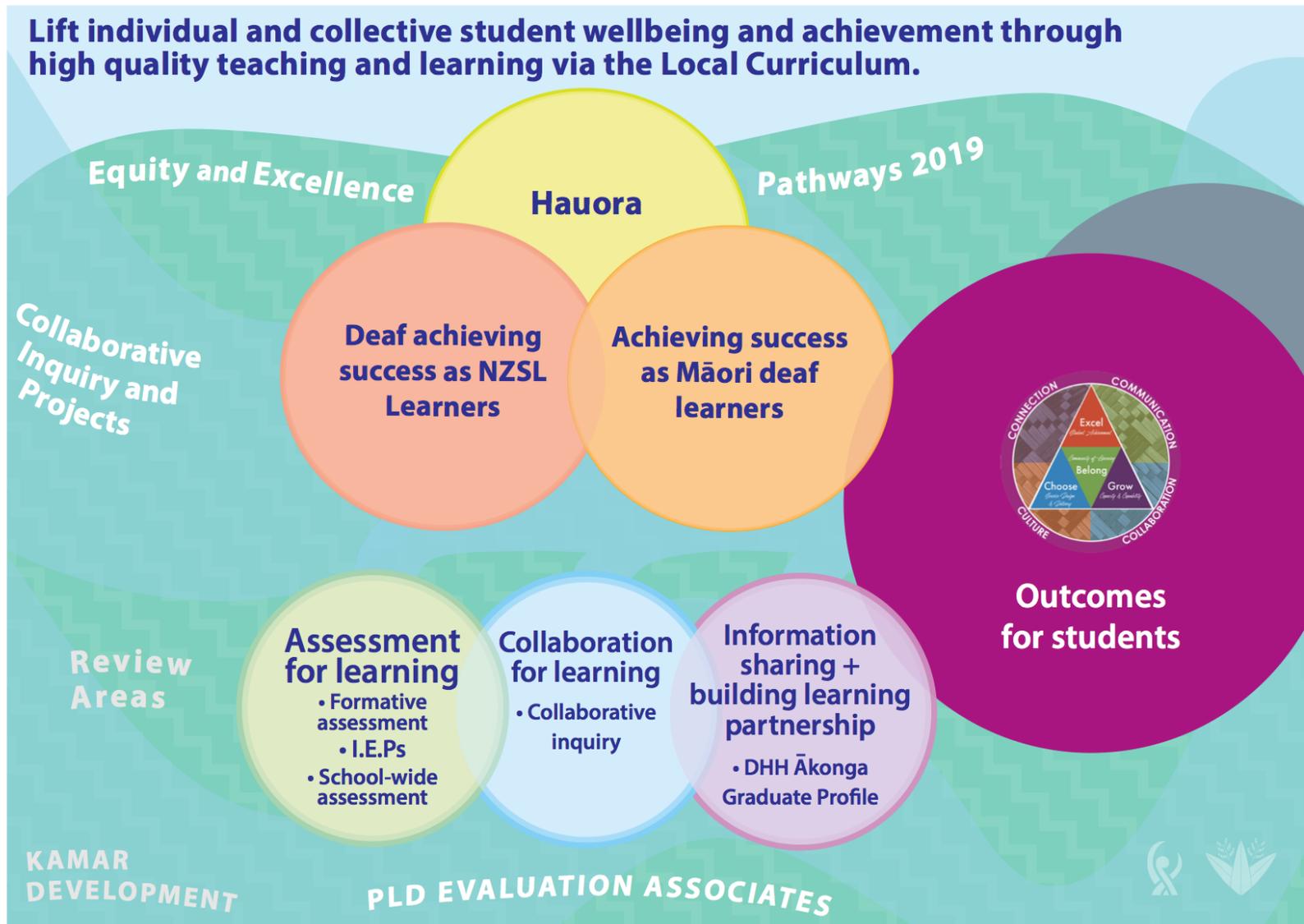


Bernadette Mulcahy-Bouwman  
Principal  
van Asch Deaf Education Centre



Louise Roe  
Acting Principal  
Kelston Deaf Education Centre

Pathways  
Diagram



## 2 *Strategic Plan Goals*

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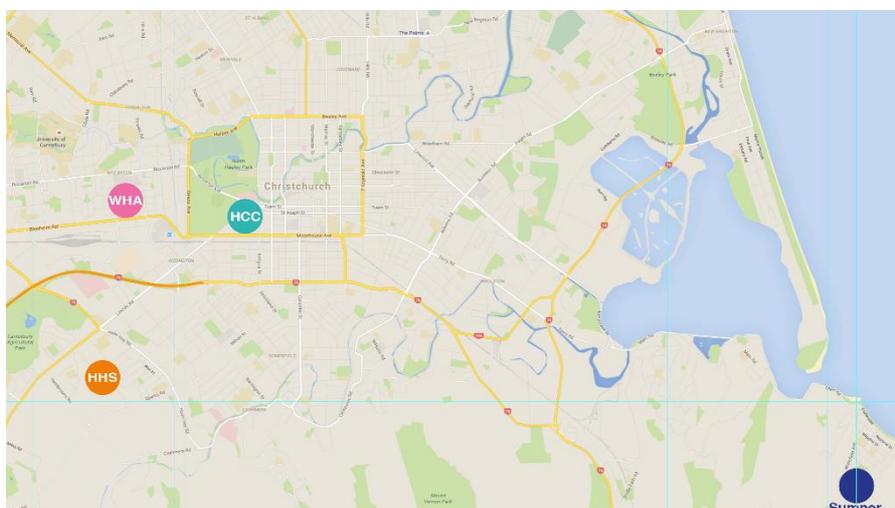


At the end of 2017, after extensive consultation with parents, staff and students, the Combined Board agreed on 7 strategic goals to direct our work. These new Strategic Goals represent an exciting new phase in developing Deaf Education Services throughout New Zealand. The Board's 7 Strategic Goals are:

1. Develop a holistic progressive service for Deaf and hard of hearing learners that maximises educational, social and emotional outcomes and is accessible, equitable and efficient in its delivery.
  2. Develop one new national organisational structure that enables excellent educational outcomes for Deaf and hard of hearing learners New Zealand wide.
  3. Inform decisions, priorities, and resourcing by utilising data, evidence based best practice and research that underpin child centred values of Excel, Choose, Grow and Belong.
  4. Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways.
  5. Build and maintain strong, collaborative relationships with students, family/whānau, the Deaf community, the wider education community and other external stakeholders.
  6. Use and manage resources to provide the maximum educational benefit for our learners.
  7. Align property and infrastructure to support a nationwide service delivery model.
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### 3 School

#### van Asch



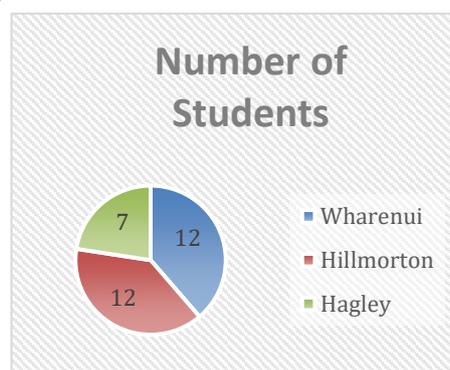
At the end of 2019, van Asch's School had **31** enrolled students across the Wharenui, Hillmorton and Hagley provisions.

#### Hub Provision

Wharenui - Years 1 – 8

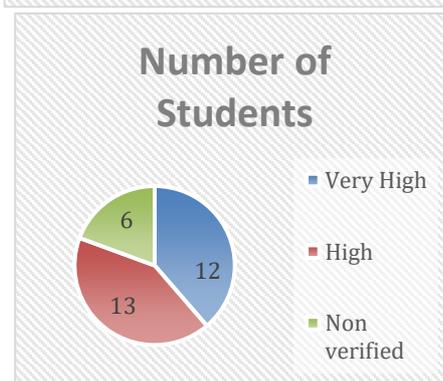
Hillmorton - Years 9 - 13

Hagley - Year 12+

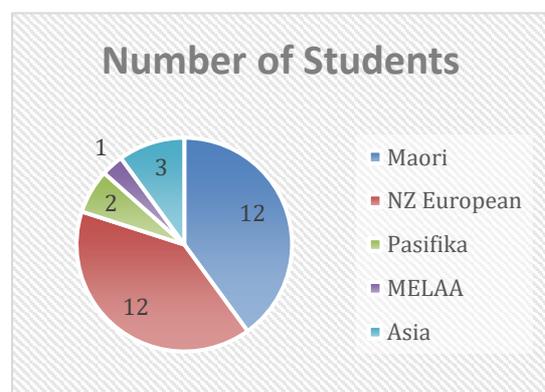


#### Ongoing Resourcing Scheme (ORS)

At the end of 2019, of the 31 students enrolled **25** were ORS verified.



#### Ethnicity



The ethnic makeup of the school remains relatively unchanged since 2013.  
38 % of students Maori  
38 % New Zealand European  
6 % Pasifika



<b>School Name:</b>	van Asch Deaf Education Centre	<b>School Number:</b>	519
<b>Strategic Aim:</b>	To lift student achievement through effective Deaf and Hard of Hearing pedagogy		
<b>Annual Aim:</b>	van Asch School achievement challenge question:  How do we build teacher capability to accelerate student learning though collaborative inquiry?		
<b>Target:</b>	Our target is to increase student achievement in Writing by ...  The focus will be on students working at level 1a ( <i>Deaf Student Written English Exemplars</i> ) to progress to level 2e, and students working at level 2c to level 3a. Teaching Teams at both DEC's will take part in profession development on the Literacy Progression Frameworks ( Years 1 – 10).		
<b>Baseline Data:</b>	NZC writing levels were recorded from a cohort of 29 students. Curriculum levels (and sub levels) were assessed using the <i>Deaf Student Written English Exemplars</i> . Due to the fact there was a very small number of students working at the targeted level, it was decided that the intervention would be aimed at all students.		



<p>Intentional focus to teach writing <b>process</b>, rather than a focus on the end-product</p> <p>Students generating ideas for writing and then recording either spoken English or NZSL before writing.</p> <p>Generating experiences for students to write about</p>	<p>Students were observed to be engaged in the writing process.</p> <p>Students were able to independently access pre-planning clips to support their writing.</p> <p>Students recorded ideas in English sentence structure.</p> <p>Teachers provided video feedback.</p> <p>Students were observed to have an increased confidence in the writing process</p> <p>Students were motivated to write and exposed to a wider vocabulary.</p> <p>Following experiences students requested to write about it</p>	<p>communication mode. This made the process connected to their first language which underpins learning English as a second language.</p> <p>By revisiting a brainstorm provided in a visual language, it promoted success.</p> <p>Teacher feedback provided in first language. This also showed models of written English.</p> <p>Students enjoyed the personalised feedback which was fully accessible.</p> <p>Students were exposed to new experiences outside of the usual class programme. They often included events/locations that were of a high interest to the students.</p> <p>The experiences were integrated into the classroom programme.</p>	<p>process and be able to describe at what stage of the process they are at and next steps for learning.</p> <p>Use the Tuakana/ Teina model to promote collaboration between older and younger students, by providing feedback.</p> <p>Continue to use the videos as a pre-planning tool.</p> <p>Continue to develop independence in the students to complete the task.</p> <p>Continue to target learner specific goals through use of video planning.</p> <p>Continue to timetable and plan language experiences as an integral part of the class writing programme.</p>
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<p>Middle/High School Provision</p>	<p>17.6 % Students made progress within the NZC level (sub levels) 5.8% made progress to the next NZC level</p>	<p>This Middle /High School Provision operates in a highly collaborative model. The teachers work closely with the mainstream teachers to successfully mirror the Year 9/10 programme. Improved access to NZSL and exposure to a wider vocabulary than the students would otherwise have had led to greater engagement, confidence and achievement for a few.</p>	<p>Continue working collaboratively with mainstream teaches and within the Provision.</p>
<p><u>Targeted Intervention</u> Investigated how to adapt the mainstream Year 9 Writing programme for our Deaf/HH learners. Developed a 2 year programme to prepare students for NCEA English Level 1.</p>	<p>Collaborated with partner school English department to;</p> <ul style="list-style-type: none"> <li>• Identify topics taught in Years 9 &amp; 10</li> <li>• Use recommended resources and material</li> <li>• Guidance on how to provide feedback to D/HH students</li> </ul>	<p>It became clear that other factors needed to be taken into consideration when determining the success of the intervention e.g: language level of student, number of ESL students, length of intervention, range of writing assessment tools used, method of recording data - how can we record anecdotal data that shows progress?</p>	<p>Collaboration across Deaf Bilingual Provisions to;</p> <ul style="list-style-type: none"> <li>• share information about student's learning needs in preparation for a transition to high school.</li> <li>• Develop expectations for Year 9 students beginning high school, including pre requisite skills.</li> </ul>
<p>Employed an Educational Interpreter to work with students in classroom settings to ensure <u>equal access to</u></p>	<p>In response to student need an Educational Interpreter was employed to support students in the D/HH Provision Year 9 &amp; 10 class.</p>	<p>Planning was adapted and modified to best suit Deaf/HH learners to enter a Year 9 English programme in a</p>	<p>Strategic planning to include resourcing for more Educational Interpreters across the School.</p>

information. The EI provides an extended NZSL vocabulary which enhances learning.

mainstream setting. Collaboration with mainstream colleagues around the effective feedback strategies for Deaf/HH learners  
The use of the E.I provided D/HH students with access to richer language. This also prompted quality class discussion for all students demonstrating improved critical thinking skills.

**Planning for next year:**

Both Deaf Education Centres have a 2020 focus to lift student achievement in writing. Professional learning about the Learning Progression Framework (Writing) and use of the PaCT tool to inform teacher practice.  
Review of Educational Interpreter job description and role of how to best support students and staff  
Continue to reflect and review teacher practice through ongoing collaborative inquiry.  
Continued moderation of writing assessments.

### **NCEA Achievement 2019 van Asch Enrolled Students**

Most van Asch DEC students join mainstream classes at their Partner Schools for NCEA subjects. The students are taught by Partner School Teachers and supported by van Asch DEC staff in mainstream classes. When back in the Provision classroom van Asch DEC teachers provide pre and post teaching of the same mainstream class material.

In 2019 a new initiative was the collaboration at the Hillmorton Provision with the Learning Support Class. The van Asch Teachers work in partnership and teacher alongside the HHS teacher to deliver a programme where students can achieve NCEA credits following the Supported Learning Programme. Three van Asch students have taken part in this class.

NZSL NCEA Levels 1, 2 and 3 is taught by van Asch DEC teachers in the Provision classrooms and at distance. The student at distance attends a mainstream school that has a Memorandum of Understanding with van Asch DEC to provide the delivery of NZSL NCEA Level 3.

One student was dual enrolled, taking part in a part time Trades Course at Ara Institute of Canterbury.

#### NCEA Subjects at Partner Schools

Level 1: English Literature, Science, Textiles Technology, Art, Hospitality, Mathematics - internally assessed, Automotive Engineering, Technology Engineering, Technology Wood, Physical Education, Mathematic – numeracy, Child and Family

Level 2: Mathematics - general, Painting, English – bridging, Outdoor Expeditions, Early Childhood Education, Creative Writing, English, Science,

Level 3: Child and Family, Design, Chemistry, Leadership Laboratory, Outdoor Expeditions, Early Childhood Education.

#### Year 11 (3 students)

- One student achieved 68 Level 1 credits (Learning Support Class)
- One student achieved 53 Level 1 credits (Learning Support Class)
- One student achieved NCEA Level 1 with merit

#### Year 12 (4 students)

- One student achieved NCEA Level 2
- One student achieved NCEA Level 1
- One student achieved NCEA Level 1
- One student achieved 45 Level 1 credits (Learning Support Class)

#### Year 13 (3 students)

- One student achieved 19 Level 1 credits, 40 Level 2 credits
- One student achieved 6 Level 2 credits, and 64 Level 3 credits to achieve NCEA Level 3
- One student gained 60 credits at Level 2, towards Construction and Infrastructure Vocational Pathway

#### Year 13+ (3 students) Lachlan, Olivia, Violet, Cha'nel

- One student achieved NCEA Level 2 and achieved 12 Level 3 credits
- One student achieved 2 credits Level 2 and 42 Level 3 credits
- One student gained 20 Level 3 credits in NZSL
- One student achieved NCEA Level 3

**School leavers Exit Achievement Level, Destination and Focus:**

<b>Student</b>	<b>Year</b>	<b>Achievement</b>	<b>Destination</b>
A	Y13+	NCEA Level 2 Project SEARCH Graduate	Seeking employment in their hometown
B	Y13+	NCEA Level 3	Part time study Level 5 ECE
C	Y13+	NCEA Level 3	Study at Victoria University / Part time work
D	Year 13+	NCEA Level 2	A former Residential Student now living independently and employed
E	Y13+	NCEA Level 3	Full time study at Victoria University

## van Asch School Events 2019

### Highlights of Combined Provision School Events

- The school year started with a **EOTC Camp** at YMCA Wainui, Banks Peninsula. Students were placed in vertical groups for a range of activities. The teaching teams of Teachers, Education Support Workers and Specialists joined the students on the camp. It was hugely successful in developing and strengthening relationships in an outdoor “challenge by choice” environment.



- In July we joined again to celebrate **Mataariki**. The students began the afternoon taking part in art activities, demonstrated on the large tv screens for all to access.



Students prepared kai for a shared dinner with whānau. After kai we gathered together outside on a clear winter night to be treated with a display of fire poi.



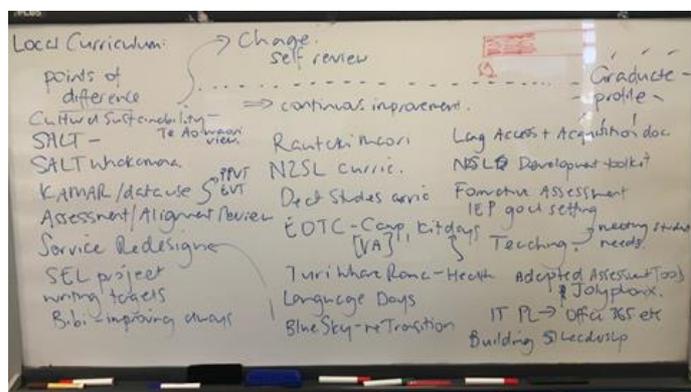
- In September the whole school event had a focus of showcasing the students learning through the Arts. A ‘**Spotlight Event**’ was held at the Wharenui Provision. The students from the Wharenui Provision began with a fashion show of Wearable Arts. High School students introduced clips of dance, textile creations and visual art portfolios.
- **School Hui** – We continued to meet termly as a school at our School Hui. Students are awarded certificates to congratulate them of their skills and achievements in demonstrating our school values PRIDE. In 2019 we continued to foster relationships developed at camp by providing small group activities for students to join in as part of the hui. These had a fun NZSL focus.
- **Events Week** – To celebrate the end of the school year in December students joined together for an outdoor education and cultural activities based in the local community over the last two weeks of term. All students visited the Christchurch Art Gallery to take part in a gallery tour. After this they enjoyed visiting the Margaret Mahy Playground for a picnic lunch. Students joined together at the Sumner Site to take part in a session run by Epilepsy NZ, “Healthy Brains”.

### van Asch School Professional Learning

**Te Ao Maori** - This important work continued from its beginnings in 2018. The Teachers continued to explore Tūrangawaewae and learning how to correctly share a pēpeha. They practised a new waiata, Manu Tiria. In Term 4 they learnt Tahu Potiki in preparation for the final van Asch School Prize Giving to awhi the principal.

**Student Achievement and Learning Teams (SALT)** - The Teachers in the school formed their own Collaborative Inquiry SALT. We followed the ERO Inquiry model to explore “How do we build teacher capability to accelerate student learning through collaborative inquiry?” This inquiry will continue into 2020.

**Development of the DEC (Local) Curriculum** - It was recognised by ERO the urgency for a new DEC (Local) Curriculum Document. The ERO Team recommended starting afresh to create a new Document. A national working group was established with representatives from both DEC's across Regional and School enrolled services. Irene Anderson from Evaluation Associates facilitated sessions, in June and July. The focus at the first session was ‘What’s our point of difference?’ Our shared understanding was that the DEC wants to “...Create a rich environment in which ākonga can develop a strong identity as a Deaf or Hard of Hearing person in Aotearoa.”



The second session began talking about the components of a DEC Curriculum, and documents developed specific to Deaf Education. This led to discussion of the concept of a **Graduate Profile**. ‘What do we want our learner to be like when they leave us?’ This has been identified as a major piece of work for 2020.

**IEP Document Review** - In 2016 the IEP process and document used was reviewed. This resulted in the development of a new IEP document, designed by Teachers. Four years later there was a need to review this document. Some minor changes to wording and formatting were made. The importance of writing SMART goals and consistent use of language across the school was the focus of staff meetings. Teachers had a practical session writing and moderating goals. These sessions took place before and after the IEPs were held. This information was then included in an exemplar along with examples of teacher and student voice. Teachers now have access to an IEP Took Kit; examples of a completed IEP document exemplar with SMART goals and an IEP Template with detailed information of how to complete.

### KAMAR Training:

- Introduction to entering data following IEP meetings; who attended, goals categorized and student input
- Follow up session of how to enter Writing NZC levels / data

### Office 365:

- Managing personal files
- Access to student files
- Introduction to Sharepoint

**St John First Aid Certification Revalidation:** Teachers and Educational Support Workers

**School - Kelston**

KDEC Core School Profile																
Year Level	E	1	2	3	4	5	6	7	8	9	10	11	12	13	14+	Total
<b>STUDENTS</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>89</b>
Non Verified (NV)	0	1	2	2	0	1	0	0	2	2	3	2	3	1	0	19
ORS Verified Students	0	1	3	1	2	2	0	5	4	3	4	2	3	6	6	41
Very High (VHN)	0	2	1	1	0	2	2	3	2	2	3	4	2	3	2	29

Technology	CI	CI & HA	HA	E	1	2	3	4	5	6	7	8	9	10	11	12	13	14+	Total	
CI	0	2	1	1	2	2	1	2	1	2	1	2	1	2	1	5	0	3	4	27
CI & HA	0	0	0	0	0	0	0	1	0	0	1	2	0	3	2	2	2	1	14	
HA	0	1	5	3	0	2	1	4	6	5	5	5	3	5	3	5	2	3	45	

KDEC School Ethnicity	
Indicative total composition	
NZE	13%
Maori	36%
Pasifika	28%
Asian	13%
MELAA	9%

	NZE	Maori	Pasifika	Asian	MELAA	Roll
KDEC	12	32	25	12	8	89

At the end of 2019, Kelston’s School had **89** enrolled students across the Provisions:

- KPS – Years 1-6
- KIS – Years 7-8
- KBHS – Years 9-13
- KGC – Years 9-13
- OVS – Years 1-6
- OPS – Years 1-6
- OJC – Years 7-10
- OSC – Years 10-13

Ongoing Resourcing Scheme (ORS)

At the end of 2019, of the 89 students enrolled **70** were ORS verified.

# Analysis of Variance Reporting



## Analysis of Variance Report – Kelston Deaf Education Centre

<b>School Name:</b>	Kelston Deaf Education Centre	<b>School Number:</b>	503
<b>Strategic Aim:</b>	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways		
<b>Annual Aim:</b>	Improve reading outcomes for students		
<b>Target:</b>	50% of students in years 1-10 progress one year or more in Reading		
<b>Baseline Data:</b>	<ul style="list-style-type: none"> <li>• <b>2018 goal</b> - 50% of Y1-8 students progress 1 year or more in reading</li> <li>• Outcome = 24% met the goal, 74% showed some progress</li> </ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• KAMAR used to record all assessment results across all provisions</li> <li>• PLD on how to input results on KAMAR</li> <li>• Combined reporting of KDEC and VADEC results to the BOT and back to staff</li> <li>• Investigated alternative Reading assessments eg PaCT</li> <li>• Discussed the appropriateness of some of the Reading assessments we do for Year 1 and 2 students and Deaf+ students</li> <li>• Raised expectations of teachings staff to complete assessments in a timely manner and input data on KAMAR</li> </ul>	<ul style="list-style-type: none"> <li>• There are 50 Y1-10 students in KDEC enrolled Provisions</li> <li>• 25 of the 50 students improved their Reading levels between Term 1 and Term 3.</li> <li>• Of the 50 students, 10 are in Year 1 and 2, and 2 students would be Deaf+ so effectively 25 of 38 students improved Reading levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers had clarity about what was expected of them</li> <li>• PLD sessions were targeted at ways to improve reading outcomes</li> <li>• We did staff meetings that brought the whole teaching body together to share best practice</li> <li>• Some of the Collaborative Inquiry Projects were also focused on reading outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Aligning with VADEC to find better assessments that are more suitable to DHH students</li> <li>• Continued focus on collaborative inquiry for all teaching staff</li> <li>• More PLD on PaCT</li> <li>• Play-based curriculum for Year 1 and 2 students</li> <li>• Assessment Schedule has been aligned for KDEC and VADEC enrolled students</li> </ul>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>• Play-based curriculum is being implemented at KPS, OPS</li> <li>• Looking at alternative Literacy standards for NCEA students who struggle to achieve literacy – Te Taitonga Programme and Massey High School are doing standards that are more relevant, practical and appropriate to meet student interest</li> <li>• SALT Whakamana Team are reviewing Reading Assessments</li> </ul>			

<b>School Name:</b>	Kelston Deaf Education Centre	<b>School Number:</b>	503
<b>Strategic Aim:</b>	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways		
<b>Annual Aim:</b>	Improve Numeracy outcomes for students		
<b>Target:</b>	50% Y1-10 students progress 1 year or more in maths		
<b>Baseline Data:</b>	<ul style="list-style-type: none"><li>• <b>2018 Goal</b> - 50% of Y9-10 students made 6 months or more progress in maths</li><li>• <b>2018 Outcome</b> – goal achieved</li></ul>		

Combined Deaf Education Centres  
Annual Report 2019

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• The SALT Whakamana team discussed Maths assessments at length as both schools are using a range of assessments</li> <li>• During 2019 we did not reach any agreement on what would be best so the KAMAR maths markbook has not been set up.</li> <li>• As an alternative, KDEC began using Mathletics.</li> <li>• PLD sessions were provided for teaching staff</li> <li>• Expectations of teacher and student use were outlined</li> </ul>	<ul style="list-style-type: none"> <li>• 67 students have used Mathletics on a regular basis. 86% used it within school time, 14% used it at home</li> <li>• The average first score was 74% and the average recent score was 90% showing a 16% improvement overall in maths ability</li> <li>• Student engagement in maths increased with students using the programme at home</li> <li>• Teachers were on board and keen to use it.</li> <li>• They found it useful for both their teaching programmes and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Mathletics is a very engaging tool for students and encourages them to persist with maths</li> <li>• Very easy for teachers to monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with Mathletics during 2020</li> <li>• Offer more PL on the programme for staff</li> <li>• Encourage teachers to assign more tasks to students</li> <li>• Village students now have access to computers so can do homework easily</li> <li>• Set up KAMAR maths markbook</li> </ul>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>• Continued alignment with VADEC around Maths assessments</li> <li>• KAMAR markbook for maths established</li> <li>• Continue to provide PLD around maths for teachers</li> </ul>			

<b>School Name:</b>	Kelston Deaf Education Centre	<b>School Number:</b>	503
<b>Strategic Aim:</b>	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways		
<b>Annual Aim:</b>	Improve writing outcomes for students		
<b>Target:</b>	50% Y1-10 students progress 1 year or more in writing		
<b>Baseline Data:</b>	<ul style="list-style-type: none"><li>• 2018 Goal - Focus on teacher practice</li><li>• 2018 outcome - 15% progressed more than 1 year, 54% made some progress</li></ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• PLD on how to input results on KAMAR</li> <li>• Combined reporting of KDEC and VADEC results to the BOT and back to staff</li> <li>• PLD for staff on the PaCT Writing tool and Learning Progressions Framework</li> <li>• Raised expectations of teachings staff to complete assessments in a timely manner and input data on KAMAR</li> </ul>	<ul style="list-style-type: none"> <li>• Combined DEC enrolled report showed that 31% of students improved their writing outcomes</li> <li>• For KDEC enrolled students, 21 out of the 50 students improved = 42%</li> <li>• There are 10 students in Year 1 and 2 and 2 Deaf+ students for whom the writing assessments are not appropriate</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• We expect DHH students to not make as much progress in Writing as Reading. Writing involves syntax and vocabulary that DHH students don't pick up in their everyday life. This language delay affects their ability to write full sentences.</li> <li>• Many of our students come to school with limited language or late diagnosis of deafness</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence and research on play-based learning for our Year 1 and 2 students has encouraged us to implement a play-based curriculum for these students in 2 of our Provisions.</li> <li>• Putting Writing samples on the Learning Progressions Framework will required more PLD for teachers</li> <li>• Age of diagnosis is now recorded on KAMAR. This will allow us to create cohorts of students with similar age of diagnosis to compare progress</li> </ul>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>• Teachers of Year 1 and 2 students have been clustered together in a collaborative inquiry to continue the investigation into play-based learning</li> <li>• PLD provided for these teachers indicates that we will need to adapt the programme to our DHH learners because the lack of language, communication skills and social awareness must be explicitly taught to DHH students</li> <li>• More PLD on PaCT writing and Learning Progressions Framework</li> <li>• Moderation of writing samples with Primary Level teachers</li> </ul>			

<b>School Name:</b>	Kelston Deaf Education Centre	<b>School Number:</b>	503
<b>Strategic Aim:</b>	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways		
<b>Annual Aim:</b>	<p>Maintain a better than national average for school attendance. Regular attendance is described by the Ministry of Education as 90% or better attendance throughout Term 2.</p> <p>2018 nationally 63.8% of students attended regularly 50.4% of Maori students attended regularly</p>		
<b>Targets:</b>	90% attendance throughout the year		
<b>Baseline Data:</b>	<ul style="list-style-type: none"> <li>2018 Attendance rate – 85.5%</li> </ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Reported attendance to the teaching staff, Senior Leadership and BOT on a term by term basis.</li> <li>For teaching staff this was reported for each student and included in their portfolios home at the end of each term.</li> <li>Where students attendance was low (below 80%), letters were sent home at the end of Term 1 and 2.</li> <li>Attendance was more closely monitored than in the past</li> <li>Where possible we visited students at home and encouraged families to return their children to school or the residence. We also worked with the Regional service who could visit families of our Residential students</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance was 86% overall with Maori attendance at 80%</li> </ul>	<ul style="list-style-type: none"> <li>More action was taken this year to follow up attendance and ensure students were at school</li> <li>Students being transported by taxi helps to keep our attendance rates high</li> <li>We work closely with the taxi companies to ensure good communication</li> <li>We are working more closely with the Residential staff to help our students return to school after the holidays</li> <li>Both the residential staff and KDEC senior leadership have the same expectations of students' attendance</li> </ul>	<ul style="list-style-type: none"> <li>In 2019 we started to use the Outcome Measurement Tool for Presence, Participation and Learning</li> <li>We will be reporting on this at the end of Term 1 2020.</li> <li>Continue to closely monitor attendance at all the Provisions.</li> <li>Continue to work closely with Residential Staff</li> </ul>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>If students have poor attendance we will work with the families to encourage the students to come to school through IEP meetings, Maori advisor, and Residential staff, or Regional service to visit families</li> </ul>			

<b>School Name:</b>	Kelston Deaf Education Centre	<b>School Number:</b>	503
<b>Strategic Aim:</b>	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways		
<b>Annual Aim:</b>	Students leave school with at least NCEA Level 2 qualification		
<b>Target:</b>	80% of school leavers have NCEA Level 2		
<b>Baseline Data:</b>	<ul style="list-style-type: none"><li>• <b>2018 Goal</b> – 80% of school leavers have NCEA Level 2</li><li>• <b>2018 Outcome</b> – 60% of school leavers have NCEA Level 2</li></ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• Internal moderation practices have been adhered to.</li> <li>• Our Managing National Assessment review in March was successful</li> <li>• National Moderators for Languages and ESOL ran workshops for our teachers</li> <li>• NZSL NCEA teachers from KDEC and VADEC worked together this year to align best practice</li> <li>• Our partnership with Massey High School Trades Academy has given our students another pathway for success</li> <li>• Using the wider resources of our Partner schools has also given alternative pathways for students eg Gateway, Hospitality</li> <li>• Tracking document for NCEA results so that we can see who needs literacy/numeracy credits and who our priority students are</li> </ul>	<p>Of students enrolled at OSC, KBHS, KGC , MHS</p> <ul style="list-style-type: none"> <li>• 2 students have NCEA L3, one is now at TK, and one is at Massey High School</li> <li>• 2 students have NCEA L2 – one has moved to TK and the other has left school to take up an apprenticeship</li> <li>• One Deaf+ student has moved to TK from KBHS</li> <li>• One student we are trying to get to TK – she needs 4 literacy credits to gain NCEA Level 1 and 2</li> <li>• One student left school without any NCEA credits to work for a family member. He transferred to another provision to try and keep him at school but he would not conform to their uniform standard and chose to leave.</li> <li>• One student (with NCEA Level 1) has transferred to Year 12 at St Kentigern College and is now enrolled in the Regional Service</li> <li>• 75% success</li> </ul> <p>Of students enrolled at TK 7 students have left</p> <ul style="list-style-type: none"> <li>• 1 student has NCEA L3</li> <li>• 4 students have NCEA L2</li> </ul>	<p>Of our school leavers, only 2 have poor academic outcomes. One of these we hope to get to TK. The other we have referred to Deaf Aotearoa as he is verified ORS and still qualifies for support from the MoE.</p> <p>Of our TK students 6 have either gone on to further study or employment and one student has moved to Melbourne to look for work.</p>	<ul style="list-style-type: none"> <li>• Strengthening the programmes we offer at OSC to motivate students and increase the number of credits available to the students</li> <li>• Maintain the partnership with Massey High School – this year 4 students are enrolled in the Trades Academy</li> <li>• NCEA results shared with teaching staff at the first meeting of the year 2020</li> </ul>

- 2 students have no qualification
- 71% success

**Planning for next year:**

- Te Taitonga Programme should give a greater sense of purpose and improve outcomes for Y11 students.
- NCEA Tracking document done for each provision to ensure each student is doing a complete course and has the potential to obtain a qualification in one year

<b>School Name:</b>	Kelston Deaf Education Centre	<b>School Number:</b>	503
<b>Strategic Aim:</b>	Lift individual and collective student wellbeing and achievement through high quality teaching and learning pathways		
<b>Annual Aim:</b>	The wellbeing needs of students are being met		
<b>Target:</b>	The social and emotional wellbeing of students is monitored, reported, and met through a range of resources <ul style="list-style-type: none"><li>• OMT</li><li>• Student Survey</li><li>• Referrals to Wellbeing committee</li></ul>		
<b>Baseline Data:</b>	Not reported on in 2018		

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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>July 2019 the Wellbeing Committee email was established. This was to facilitate all staff being able to report any concerns regarding the social and emotional wellbeing of students to one central point.</li> <li>Outcome Measurement Tool was instigated in 2019 to be used by DEC enrolled staff</li> <li>Student wellbeing survey was done in 2018 and repeated in 2019 – this will be reported in 2020</li> </ul>	<ul style="list-style-type: none"> <li>Better system for referral – more responsive and actions and follow up are documented and timely</li> </ul>	<ul style="list-style-type: none"> <li>Not reported in 2018</li> </ul>	<ul style="list-style-type: none"> <li>Gather data on the types of referrals to better target PLD</li> <li>For example Behaviour management reporting has led to MAPA training for all staff on the first Teacher only Day 9<sup>th</sup> April 2020</li> <li>There is a big gap in service to students because we still do not have an Audiologist at KDEC. This impacts on their behaviour and learning outcomes.</li> <li>At least 10 students are missing out on FM systems because we do not have an Audiologist to run the trials to get the equipment for the students in schools</li> </ul>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Combine report on Student Wellbeing from KDEC and VADEC to be presented to the BOT</li> <li>OMT outcomes will be reported in Term 1 2020</li> <li>PLD required on how to administer the Student Wellbeing Survey to ensure honest answers from students</li> <li>Short term solutions for lack of Audiologist include contacting the DHBs for new ear moulds, wear and tear on hearing aids, fine tuning of hearing aids etc.</li> <li>Another short term solution may be to purchase our own FM system to run the trials and ask the ASSIST staff who have accreditation to sign off the forms for the MoE</li> <li>Roll out MAPA training for all staff in tandem with VADEC</li> </ul>			

## NCEA Achievement 2019 Kelston Enrolled Students

### KDEC School NCEA Qualifications gained in 2019

Information:

- NCEA achieved with Merit or Excellence requires at least 50 of the 80 credits to be achieved at these levels
- NCEA course endorsements –14 or more credits required in each course at Merit or Excellence.

NZQA have made changes to how data is reported – starting with the NCEA data for 2018. The NCEA data now is based on school enrolment. NZQA have said “Nationally we will count all domestic students in years 11 – 13 aged less than 19 enrolled for one day or more during the year.”

For the purposes of this report the data covers all students y11 – 14 involved in a secondary school programme in one of our three secondary provisions at any time during the year.

All students in years 11 – 14 are involved in gaining credits towards an NCEA qualification. Some students having a highly adapted programme are still able to gain some credits in areas they have skills and/or an interest in.

### Year 11

In 2019, 9 students were in Year 11

Student	ORS	Ethnicity	Literacy	Numeracy	NCEA	Pathway
A	VH	Maori	Yes	Yes	L1 achieved	Massey High School – Trades Academy
B	VH	MELAA	No	No	23 credits	Y12 Tu Kokiri transition programme
C	H	Maori	Yes	Yes	61 L1 credits 6 L2 credits	Y12 full L2 programme
D	H	MELAA	No	No	67 L1 credits 9 L2 credits	Y12 full L2 programme plus literacy and numeracy focus
E	H	Asian	Yes	Yes	L1 achieved	St Kentigern College
F	Non	PI	No	No	26 credits	Y12 mixed L1/L2 programme
G	Non	Maori	No	Yes	39 L1 credits 20 L2 credits	Y12 mixed L1/L2 programme
H	VH	Maori	No	No	35 L1 credits	Y12 mixed L1/L2 programme
I	VH	MELAA	No	No	35 L1 credits	Y12 mixed L1/L2 programme

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**Year 12**

In 2019, 6 students were in Year 12

<b>Student</b>	<b>ORS</b>	<b>Ethnicity</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>NCEA</b>	<b>Pathway</b>
A	Non	PI	Yes	No	68 L1 credits	Massey High School – Trades Academy
B	VH	Asian	Yes	Yes	L1 Merit endorsement L2 achieved	Y13 full L3 programme
C	Non	Maori	No	No	51 L1 credits	Y13 mixed L1/L2 programme
D	VH	European	No	No	45 L1 credits 14 L2 credits	Massey High School – Trades Academy After school literacy programme
E	H	European	Yes	Yes	L1 achieved	Y13 Full L2 programme
F	H	Maori	No	No	75 L1 credits 72 L2 credits 2 L3 credits	Massey High School – Trades Academy After school literacy programme

**Year 13**

In 2019, 4 students were in Year 13

<b>Student</b>	<b>ORS</b>	<b>Ethnicity</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>NCEA</b>	<b>Pathway</b>
A	VH	Maori	Yes	Yes	L1 Merit endorsement L2 achieved	Y14 full L3 programme
B	VH	PI	No	No	76 L1 credits 112 L2 credits 24 L3 credits	Y14 L3 programme with focus on achieving L1 literacy and numeracy
C	H	Maori	Yes	Yes	L3 achieved	Massey High School – Trades Academy
D	H	MELAA	Yes	Yes	L3 achieved	Tu Kokiri transition programme

**Year 14**

In 2019, 2 students were in Year 14.

Student	ORS	Ethnicity	Literacy	Numeracy	NCEA	Pathway
A	H	Asian	Yes	Yes	L1 achieved L2 achieved	Y15 Tu Kokiri transition programme
B	H	Maori	No	Yes	85 L1 credits 78 L2 credits 19 L3 credits	Left during Term 3 2019. We are still in contact with her family to try and get her to Tu Kokiri. She needs 4 more Literacy credits to achieve L1 and L2

**KDEC School Leavers Exit Achievement Level and destination**

Student	Highest qualification	Where to?
A	NCEA Level 2	Building apprenticeship in the Waikato
B	4 Literacy credits short of achieving NCEA Level 2	Trying to get her into Tu Kokiri. MoE has turned down the taxi application. We are still in conversation with her family about alternatives
C	61 Level 1 credits 29 Level 2 credits 6 Level 3 credits Needs Literacy and Numeracy	Enrolled full time at MIT
D	NCEA Level 2	Enrolled full time at AUT
E	NCEA Level 2	Enrolled full time at AUT
F	No qualification	Left school to work for a family member
G	NCEA Level 1	Moved to St Kentigern College, now under Regional Service
H	NCEA Level 2 Registered with Geneva Elevator VHN Service	Moved to Melbourne
I	NCEA Level 2 Completed Certificate in Construction at UNITEC	Returned to Northland, looking for construction apprenticeship
J	Not on a qualification pathway	Part time supported employment (3 days per week) at Disabled Citizens
K	NCEA Level 3	Left during the year for full time employment

## Shifts in Practice to Accelerate Learning

### Projects undertaken at KDEC in 2019

	<p><b>Belong: Building a Community of Learning for each student.</b></p> <p><b>Enrolment Process Changes</b></p> <ul style="list-style-type: none"> <li>• Streamlined the process to clarify for parents/whānau, teaching staff, residential staff, senior leaders, and to make decisions more collaborative and transparent</li> <li>• Aligned practices with VADEC</li> <li>• Committee meets fortnightly to discuss new expressions of interest, enrolments and withdrawals of students</li> <li>• Assigned one key person to be responsible for communication with parents/teachers/outside agencies on receipt of an expression of interest</li> <li>• Established a “placement week” each term for students and whānau to spend 2 nights at the Village before enrolment. Allowed Residential staff to begin relationship building with the student and whānau. It also allowed them to assess if the Residential Village was the right place for the student.</li> <li>• We are being more open to students who need the social and emotional support that they may not be getting in their home setting. We have been noticing an increase in the number of students who are either school phobic or in some way disconnected from their local school community</li> </ul> <p><b>Engaging families and whānau</b></p> <ul style="list-style-type: none"> <li>• OPS – pizza night for all students and families from the Provision</li> <li>• NZSL Speech competition held at OSC – well supported by family/whānau across the Provisions</li> <li>• KDEC annual Xmas assembly to celebrate and share students success.</li> </ul> <p><b>Pumphouse Theatre Trip</b></p> <ul style="list-style-type: none"> <li>• Primary students every term travel to the Pumphouse Theatre in Takapuna to see a performance that has interpreters to enhance the experience for the students. This is a highlight of their term</li> </ul> <p><b>Teina/Tuakana learning</b></p> <ul style="list-style-type: none"> <li>• OJC students worked with OPS students on a regular basis to complete enquiry learning programmes</li> </ul> <p><b>Tu Kokiri Students</b></p> <ul style="list-style-type: none"> <li>• TK students run the café at Auckland Deaf Society on a fortnightly basis</li> <li>• Students went on the Spirit of Adventure in Term 1 2019</li> </ul> <p><b>Sports Day 2019</b></p> <ul style="list-style-type: none"> <li>• Run over 2 days this year</li> <li>• For the first time it was held at KGC which has strengthened the relationship with KGC</li> </ul>
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	<p><b>Choose: Service Design and Delivery that provides clear pathways and options for learning and support.</b></p> <p>At the beginning of 2019 a new agreement was made with Massey High School Trades Academy for 2 of our KBHS students to attend the Trades Academy with an Educational Associate in support. This was an outstanding success with one of our students, Taliesin Bunn, receiving a Prime Minister’s Award at the end of the year for his commitment to his studies. He has since returned to the Waikato to enter a Building apprenticeship. The other student will continue at the Trades Academy in 2020 and will be joined by 3 other students.</p> <p>The Mathletics programme has been rolled out to every student with teaching staff receiving professional learning in how to implement Mathletics and get the most out of the programme.</p> <p>During 2019, it has become obvious that we needed a new approach in some areas of KDEC to better meet the needs of our students. New programmes for 2020 are:</p> <ul style="list-style-type: none"> <li>• Te Taitonga – for Y11 students at OSC</li> <li>• Special Needs class at KPS</li> <li>• Play based curriculum for new entrant classes at KPS and OPS</li> </ul>
	<p><b>Grow: Ensuring the Capacity and Capability of our staff to support the academic achievement and social and emotional well-being of our learners.</b></p> <p>Professional Learning Plan for DEC Teaching/Non-teaching staff</p> <ul style="list-style-type: none"> <li>• Timetabled programme for the whole year, meetings held every Tuesday afternoon after school</li> <li>• Focus on teaching and learning and improving outcomes for students</li> <li>• Sessions for Educational Associates focused on professionalism, collaboration and communication</li> </ul> <p>Behaviour Management Process changed</p> <ul style="list-style-type: none"> <li>• During Term 1 we gathered examples of Behaviour Management plans from other schools and brought in a guest speaker from another school to talk to Senior Leaders</li> <li>• We workshopped the process we wanted to develop in a collaborative way and then refined it by workshopping it with teaching staff.</li> <li>• New documentation was developed describing student behaviours and teacher actions that should follow poor behaviour. Teachers are now clear about when and to whom to refer poor behaviour from students.</li> <li>• Stand down process is now clear for staff and students, with appropriate paperwork being completed and uploaded to KAMAR</li> </ul> <p>IEPs</p> <ul style="list-style-type: none"> <li>• Documentation has changed – the focus is now more on the collaboration process with parents/whānau and students and the learning journey for the student.</li> <li>• Goal focus has shifted from only academic goals to a more holistic approach where teachers are encouraged to consider the student’s social and emotional wellbeing as well as academic success.</li> <li>• Teaching staff are asked to consider where they are adding value to the educational outcomes of the student</li> <li>• We want to be more open and encouraging of students building their own identity and sense of belonging</li> </ul>

- Teachers are now required to input the student goals on the IEP markbook on KAMAR
- For the first time, the types of IEP goals were reported to the BOT in 2019

#### Case conferences for students with High Needs

- These were established for students with high health needs or academic needs to ensure they were well-settled into new environments eg Residential Village, Tu Kokiri or a new Provision
- Transition plans for the students have input from teaching staff, SST, residential staff, regional service and VADEC where necessary. This allows for a more collaborative approach across these teams
- Refresher training courses are held for Provision staff and Partner school staff for students with High Health needs every year and more frequently if circumstances require it.

#### Appraisal documentation changed

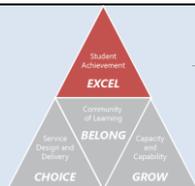
- The Teaching as Inquiry document was updated to link more directly to Ministry of Education guidelines for teacher appraisal.
- PLD was done for teaching staff on how to use the new documentation
- An appraisal tracking document was created to ensure all staff were being appraised with times set aside in the Professional Learning Plan for staff to work on their Teaching as Inquiry document and discuss progress in their SALT Inquiry team.
- At the end of the year, staff were required to complete an Attestation and Final Report document for their appraisees and hand this to HR for filing.

#### Wellbeing Committee

- This team meet weekly to discuss any referrals from staff regarding students.
- An action plan is decided on for each referral
- A new email address was created for all staff to use that goes to every member of the committee to streamline the referral process.

#### Staffing Process for 2020

- Greater attention was paid to match staffing to student need
- The process was begun at the beginning of Term 4 when we were interviewing for new staff so that we could choose the best possible applicants for the vacancies available
- More robust conversations amongst the senior leaders, our enrolment committee experiences, and the Specialist Services Team input led us to trial a play-based curriculum for our Year 1 and 2 students in 2020. We have now appointed appropriate staff to lead and run this new initiative.
- This also led to the establishment of a Special Needs class. Our Teachers of the Deaf do not have the skills to teach Deaf+ children so we have appointed a specialist Special Needs teacher for KPS.
- For Te Taitonga we were very aware that the group of students moving from OJC to OSC would be disadvantaged because OSC has made the decision not to teach Level 1 NCEA and focus instead on Level 2 as a 2-year qualification. We are offering these students Level 1 standards in an alternative programme that still allows them to be part of OSC.



## **Excel: Lifting Student Achievement.**

### Faces on the Data

- Creation of a wall at KDEC base for student photos and assessment data
- Photos on KAMAR
- Process for taking photos each term of new students, updating photos when students move provision
- Tracking of student Attendance each term reported to Principal, Senior Leaders, teaching staff and BOT
- Assessment results in Reading, Writing input on KAMAR markbook
- IEP goals input on KAMAR markbook
- Reported to BOT, Principal, Senior Leaders and teaching staff

### Tracking of NCEA results

- Identifying priority students for Literacy, Numeracy and students not achieving a qualification in one academic year.

### NZSL became recognized by NZQA and the Universities as a UE subject in July 2019

- This was as a result of advocacy by KDEC staff

### NZSL Speech Competition 2019

- Held at OSC this year

### NZSL News

- Once a week real life current events are presented in NZSL followed with discussion points for teachers to use with their students

### Annual Xmas Assembly

- To celebrate the academic achievements of students
- Created new awards for students who had shown outstanding commitment to the core values of KDEC: Belong, Grow, Choose, Excel

### SPEC and ESOL moderation

- Teachers share and moderate students work to ensure quality of outcomes for students

### Mathletics – a digital based maths programme

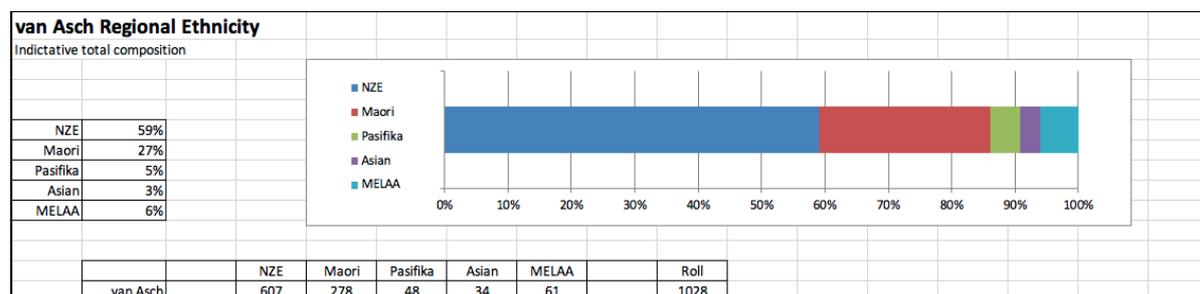
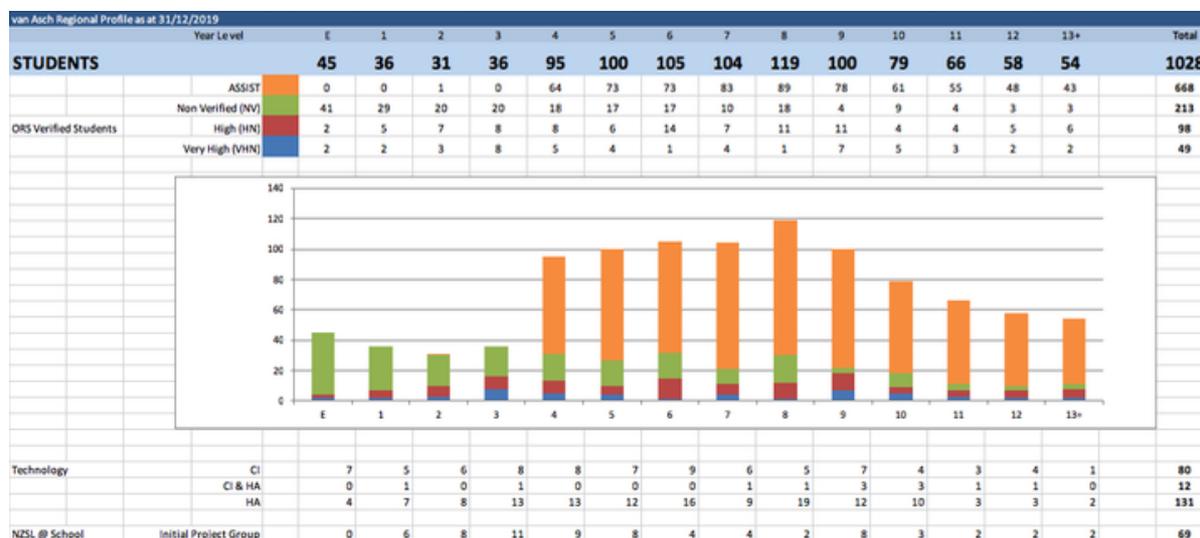
- Introduced to KDEC
- PL for teachers
- Teachers can monitor students' progress online

## 4 Regional Teaching Services

### van Asch

360 students are on a direct service (35%) 668 students receive an indirect service within the ASSIST cohort, (64%). Of those students receiving a direct service, 27 % are High ORS and 13.6% are Very High ORS. That is a total of just under 40% who have been verified for ORS. 59% of direct support students are Non-ORS.

19 % of Regional students receiving a direct service are on the NZSL@School programme run the NZSL tutors and Teachers of the Deaf. There are four districts running weekly NZSL Hubs: Dunedin, Christchurch, Wellington and Hawkes Bay. Students chose to attend these NZSL Immersion days with deaf peers from their locality to grow their Deaf Bilingual Culture, Language and Identity.



# Combined Deaf Education Centres Annual Report 2019

## KDEC

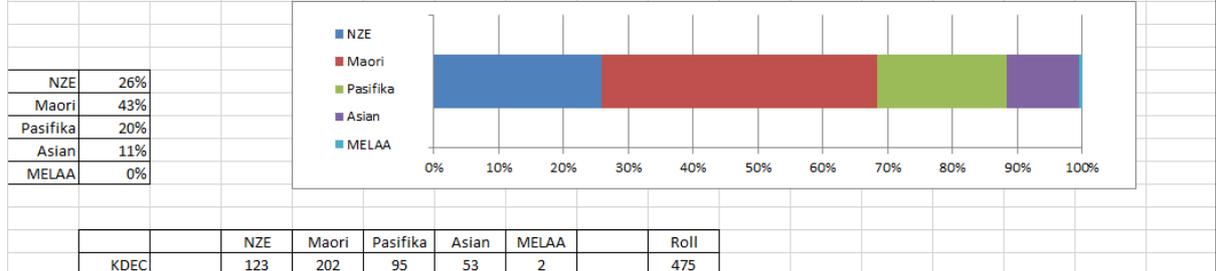
KDEC Regional Profile																	
Year Level		E	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
<b>STUDENTS</b>		<b>9</b>	<b>55</b>	<b>39</b>	<b>44</b>	<b>147</b>	<b>155</b>	<b>167</b>	<b>212</b>	<b>193</b>	<b>150</b>	<b>131</b>	<b>82</b>	<b>92</b>	<b>56</b>	<b>0</b>	<b>1532</b>
	ASSIST	0	0	0	0	105	120	124	171	164	123	110	68	75	50		1110
	Non Verified (NV)	8	46	26	41	33	29	32	32	22	15	12	7	7	1	0	311
ORS Verified Students	High (HN)	0	4	9	3	6	2	9	7	6	7	9	5	10	5	0	82
	Very High (VHN)	1	5	4	0	3	4	2	2	1	5	0	2	0	0	0	29

Technology	CI	3	18	10	4	8	6	8	8	3	9	5	4	6	4		96
	CI & HA	1	2	3	0	1	0	1	3	1	1	2	1	3	2		21
	HA	5	34	26	40	32	27	34	29	25	16	14	8	8	0		298
NZSL @ School	Initial Project Group	1	5	6	4	4	5	1	4	3	2	3	1	0	1		40

## KDEC Regional Ethnicity

Indictative total composition



## 5 *Regional Specialist Services*

### van Asch/Kelston

#### NZSL@School Student Summary 2019

In 2019, 116 students and their support teams received services from NZSL@School. The breakdown for each area and tier is listed below:



	2018		2019	
	KDEC	VADEC	KDEC	VADEC
<b>Tier One</b>	31	46	30	50
<b>Tier Two</b>	12	22	12	24
	43	68	42	74
<b>Total</b>	<b>111</b>		<b>116</b>	

The overall numbers of students accessing NZSL@School has steadily grown since 2018. For students for whom NZSL is their primary language (Tier One) numbers remain within MoE predictions of 100 students as in the funding model. This has allowed for greater flexibility to utilize the NZSL@School budget to fund increased Communication/Education Support Worker hours and where possible to provide access to Educational Interpreter support for those learners who require this.

### Residential Immersion Courses

#### Māori Deaf Immersion Courses Pūrongo

In 2019 Māori/Deaf-focused immersion hui were held for the first time at Van Asch. The first, spanning over four days focused particularly on strengthening identity through explicit teaching, discussion groups and cultural activities. Both times ākongas were welcomed formally into the whare, with the process then being explained in detail. The days moved through the history of Māori in Aotearoa, legends, tikanga and under the tutelage of a very skilled weaver and master carver ākongas produced some work of merit and cultural significance. Another first was the inclusion of whānau members in the programme, both coming from Southland to support their tamariki/mokopuna.

The second hui's three day programme deviated from the carving to include traditional fishing methods with a trip to a local eeling spot to see first hand the methodology employed seasonally by local Māori. Apart from a full programme, which included extra-curricular activities in the residential setting, and traditional kai, ākongas bonded and grew in confidence in their sense of self as Māori Deaf. This was witnessed in the growing use of language, (NZSL & Te Reo Māori) and in the way they gently came out of their shells as they developed pride in their cultural heritages. The feedback we have received from ākongas and their whānau has been affirming.

#### NZSL@School

This course was well attended with mainstream NZSL students from Y7-10 and was another wonderful opportunity to connect these students physically who have been connecting through technology previously.

#### Transition Y11-13+

This course was cancelled due to low numbers of applications. On reflection despite a campaign to sell this course to students and their whānau we will endeavour to find out more about the timing of these courses to be earlier in Term 1 before pressures for NCEA preparation falls on these students.

NZSL Hubs

NZSL Hubs have continued to grow in their attendance and in their offerings. Summary of challenges and next steps have been in previous Board reports. Success and progress continue to be around:

- Access to local NZSL proficient role models- teachers, tutors, language models.
- Access to Deaf role models
- Suitable cohorts of students- language needs, age, ethnicity etc..

**NZSL Bi-Bi Hubs Summary 2019**

**Hawkes Bay**

Summary:

- Staff: 1 x Teacher, 1x NZSL Tutor
- Students: 5
- Sessions: Weekly 1.5 hour NZSL Hub sessions at Ebbert Park School
- Weekly PD training for CESWs

Next Steps:

- Explore more virtual hub connection and leaning opportunities

**Otago**

Summary:

- Staff: 1 x Teacher, 1x NZSL Tutor or Language Model
- Students: 12 (8 Weekly/ 4 Fortnightly)
- Sessions: Weekly all day NZSL Hub sessions at Halfway Bush School

Next Steps:

- Explore more virtual hub connection and leaning opportunities

**Canterbury**

Summary:

- Staff: 1 x Teacher, 1x NZSL Tutor
- Students: 9
- Sessions: Fortnightly all day sessions at Redwood Primary School.

Next Steps:

- Move to weekly
- Transport as per increase in MoE funding
- Explore more virtual hub

**Waikato/ BoP**

Summary:

- Staff: 3 x Teacher, 3 x NZSL Tutor
- Students: 13
- Sessions: 3 x all day sessions per term at Firth Primary School

Next Steps:

- Increased PD C/ESWs with an NZSL Tutor.
- Split classes to better meet individual learning and age needs

**Wellington**

- Staff: 2 x Teacher, 2 x NZSL Tutor
- Students: 20 (13 Deaf/ 7 Hearing)
- Sessions: Fortnightly sessions at Linden School
- Weekly PD training for CESWs

Next steps:

- Move to weekly
- Explore High School and preschool learner opportunities
- Explore co-enrolment opportunities
- Transport as per increase in MoE funding

- Local partnerships with schools and other stakeholders to support hubs
- The Deaf Education Centres were advised in July 2019 of additional Ministry of Education funding to support the development of new NZSL Hubs outside of the main Centres. This is an exciting step and more needs to be ascertained on how to progress this with mixed expectations and the readiness for each region.
  - for the establishment of new hubs
  - to fund the employment of teachers and tutors for these new hubs
  - to support the transporting of students to these spaces.

Alongside is an overall summary of NZSL hub progress nationwide:

van Asch

NZSL Tuition GoReact Online Support

We have continued to consolidate this offering to RTDs and C/ESWs through our Specialist Teachers: NZSL and an NZSL tutors. This programme and approach has provided a more asynchronous approach to learning NZSL in times that best work for staff and receive regular feedback. Next steps will be to connect this learning with more firmly with NZSL tutors work with the aim to provide a coherent programme of learning in context for staff. Incorporating SLPI assessment is still developing. At present the focus for using the GoReact tool has been with van Asch staff. Next steps are to explore how might we adapt this to complement learning NZSL nationally in the new organization.

Summary:

- 60 participants including two families, teachers aides, RTDs and Communicators.
  - o Only 20 participants completed all tasks, 8 completed most tasks, 7 did half of the tasks and 4 did one task. The other learners had signed up but did not commit. The total number of videos received for feedback for the whole year was 498 videos..
  - o The challenges we encountered were:
    - Technology issues: firewall, school security, incompatible devices, etc.
    - Varying commitment level of learners: some reported that time management was an issue for them, inability to do it after work hours.
    - Learners' agency: to be more reflective and to monitor their own signs
  - o Feedback
    - *"GoReact gives me another experts advice on where I can focus on improving. Every bit helps."*
    - *"It's a great tool to share NZSL at a distance, providing ongoing PD and a further source of input outside of our region."*
    - *"That fact that you can watch the feedback at the exact point in your own video. The videos don't have to be long. In a safe environment to receive feedback."*
    - *"Picks up mistakes, some I've been doing for years that no one else has picked up on! Focuses on the areas I need to work on so it's specialized for me and where my NZSL is at. Can fit it in anytime. Can re watch videos and feedback for further learning"*

Pūrongo/ Regional Māori Specialist Support

- *Curriculum*
  - o With an ongoing focus on our Māori Deaf learners knowing themselves, pedagogical support has continued to be aligned with this in mind. The MOE resource Te Takanga o te Wa (2015), has provided the backdrop for professional development with the teachers in the provisions with a view to them using this as a guide alongside the local curriculum, as each is mutually supportive of the other. This resource has been introduced to the regional teams also with accompanying PD so the Resource Teachers are familiar with the content and teaching approach and can implement a programme confidently. This resource will become increasingly important (alongside others) as the mandate to teach New Zealand History is secured in policy.

**Te Takanga o te Wā – Māori  
History Guidelines Year 1– 8**

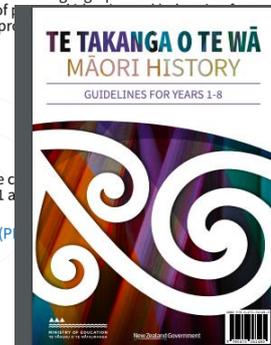
- Other professional development undertaken by the various local and regional teams to develop a culturally responsive practice has included:
  - Whanau Engagement,
  - Understanding the Principles governing Kura kaupapa Māori,
  - Understanding the effects of Privilege and Bias,
  - Culturally Responsive Pastoral Care & Te Tiriti o Waitangi,
  - Poutama Pounamu – Cultural Competency
  - What is Cultural Narrative ?

Te Takanga o te Wā is not designed as a list of lessons or learning experiences. Rather it provides a framework to support teachers to teach Māori history with their students. The content and context that you choose for your class could focus on building quality and collaborative engagement with your local iwi and hapū. The stories and histories relating to your school's geographic location will assist you to instill a deeper sense of connection to the land for every student. This resource provides a framework for your context:

- Whakapapa
- Tūrangawaewae
- Mana motuhake
- Kaitiakitanga
- Whanaungatanga

Each one has a list of possible content and a message linked to the levels 1 and 2 of the New Zealand Curriculum

Te Takanga o te Wā (English) (PDF)



Te Reo Māori

A visually strong Te Reo Māori resource has been made which can be used online with ākonga, with the Kaiako learning alongside them. Although key signs have been provided alongside the spoken Te Reo Māori bites there is room for more development here.

There is also an ongoing group of Te Reo Māori learners on base in Ōtautahi/Christchurch, which began with some professional development for the on-base interpreters so they could inhabit situations in which the three languages were being used, with a level of proficiency, thereby providing access to the Deaf learners and staff. This grew over two years, with a growing level of commitment and competency by staff, with many of them standing up to lead whakataua, and meetings as leaders and some going on to develop their skills even further, outside of the weekly classes.



Immersion Hui

Māori/Deaf-focused hui were undertaken at VADEC in terms two and three, with ākonga coming from far and wide. The interest for these hui exceeded the numbers we could accommodate and expressions of interest also include those wanting follow up hui. These were hugely successful, not only in attendance but in the growing sense of pride of ākonga in their culture and connectedness in their community. (See Immersion Course section)

Whānau Evening

Early this year the RTDs in Ōtautahi/Christchurch welcomed the families to 2020 with a whakataua. This included a formal welcome, dinner and connection time. The number of guests on the night exceeded eighty with many ākonga and their siblings and whānau members, making and renewing connections with each other and with the staff. The RTDs received extensive professional development prior to the event and all stepped up in various aspects of leadership to ensure smooth sailing with all of the protocol and planned events. The intention is to continue with this event annually and roll it out with the provisions and in the regions.

Pastoral Care

Sonja MacFarlane's 2009 document, Te Pikinga ki Runga continues to guide pastoral care of ākonga with her extensive culturally responsive guidelines, which consequently links strongly with Te Tiriti o Waitangi.

### Assessment Course and Preschool Course Teams

In 2019, fifteen families attended PRC courses at van Asch Deaf Education Centre (VADEC). The ages of the children ranged from 1 yr – 4yrs 7mths. They attended from the following regions: Hastings, Manawatu, Wellington, Southland, Otago and North Canterbury. Thirteen families attended Assessment Visit courses at VADEC during 2019. The ages of the children (including three from one family) ranged from 5 yrs 2mths – 13yrs 6mths. They attended from the following regions: Hawkes Bay, Manawatu, Central region, Southland, Marlborough and North Canterbury. Twelve families completed the Assessment Visit Evaluation form, with 96% of the responses indicating they they considered their time with each of the specialists as ‘very useful.’ In 2019 there were nine designated PRC course weeks, and eight assessment visit weeks scheduled; involving the following specialists: Audiologist, Speech-language therapists, Literacy specialist, NZSL/Visual communication.

### Outreach Team

The Outreach Team of three teachers and a speech language therapist have continued to focus support to students and their teams who schools receive Staffing Transfers due to living in remote or isolated areas of the van Asch region teams to support them reach their potential.

### Why are we here? Kei te aha a tatou mahi?

To improve learning outcomes for deaf/hard of hearing students in mainstream schools. We provide personalised, professional development, information and strategies for working with deaf and hard-of-hearing students for the Specialist Teacher, as well as the whole mainstream team, including Class Teachers, SENCOs, ESWs, syndicates and Principals.



Left to right: Olwyn McGibbon, Brenda Sargent, Sue Beaton, Angela Wightman

We use a combination of ways to personalise PD and achieve this:

- Live online PD
- Online, self-directed modules available 24/7
- Phone calls
- Emails
- Zoom consultations
- School visits to students, the Specialist Teacher and the [mainstream team](#)
- Visits to family/whanau

### Numbers of Staffing Transfer Students 2019

Area	Number of ST Students	Notes	Rural/Urban
Gisborne/Hawkes Bay	14	1 Home Schooled from Term 3 3 Special Schools 1 TKKM	Rural: 5 Urban: 6 Special: 3
Manawatu	9	2 moved back to RTD Term 3 1 Special School	Rural: 4 Urban: 4 Special: 1
Taranaki	3	1 moved to Australia Term 2	Rural: 2 Urban: 1
Wellington	12	2 cashed up 2 Special School 1 RTD support as well	Rural: 3 Urban: 6 Special: 3

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Nelson, Marlborough, West Coast	11	1 moved to Nelson and went to RTD 3 Special School/Unit 1 new to ST caseload Term 4	Rural: 8 Urban: 2 Special: 1
Canterbury	10	4 Special School 1 returned to RTD	Rural: 5 Urban: 2 Special: 3
Otago	9		Rural: 7 Urban: 2
Southland	8	1 Special School 1 moved back to Blenheim	Rural:4 Urban: 3 Social: 1

### Live Modules

At-Distance 'Live' Modules are now delivered by Zoom, usually with two of our team, one acting as a facilitator and the other as presenter.

We currently have 4 modules available for delivery to the teams supporting Staffing Transfer students.

- The Effect of Reduced Hearing Levels on Language Development
- The Link Between Language and Literacy
- Classroom Strategies and Environment
- The Effect of Reduced Hearing Levels on Speech Development

Specialist and topic vocabulary



During 2019 we moved from using Skype for online PD to using Zoom. We have had outstandingly positive feedback from the mainstream teams that undertook the live modules.



### Live Module Feedback:

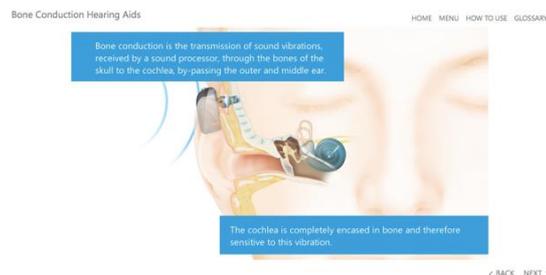
- *Any professional development in this area is vital for all classroom teachers and support workers.*
- *The strategies to use in the classroom, they are simple and can be easily reinforced in practice.*
- *Great to have ideas that I can take and use within the class with all students.*
- *Understanding the value of using visual aides to support and provide in-depth knowledge for all learning areas.*
- *Learning is not pressurised and able to learn in my own time and space.*
- *It was easy to do, great that it was completed using skype and they were able to do it after school hours as release is hard to get in a small school.*
- *It is great being able to do them long distance because of the location I am in and also allows a bit of flexibility of when to do them.*

Live Modules were delivered in 2019 to primary, high schools and special schools. A number of schools had more than one session and completed more than one live module.

### Online, Self-Directed Modules

On-Line Self-Directed Modules are for teachers and those supporting the deaf/hard of hearing student. Staff can complete online modules at their leisure, in a time and place to suit themselves.

During the year we developed further modules and we were delighted to be able to include a video of a Canterbury student who very eloquently discussed the use of his bone anchored hearing aids in the classroom. Including student voice in the modules is definitely very powerful and it is something we will continue to include in the modules.



### Students and Mainstream Teams Visited:

Students and their teachers were visited around the region in:  
Taranaki, Gisborne, Wairoa,  
Napier, Hastings, Waipukurau, Otane,  
Palmerston North, Dannevirke, Huia Range,  
Masterton, Blenheim, Kaikoura,  
Christchurch, Ashburton, Geraldine,  
Haast, Alexandra,  
Gore, Wyndham and Riverton.



### Developments:

In 2019 the team was involved in the trialing and development of the new architecture behind the online modules. We are now using Moodle as our learning management system which means we are no longer limited to a hundred enrolments, which was the previous limit. This will have a huge impact on the number of teachers and those supporting the deaf/hard of hearing student that can access free online professional development.

We can now offer **unlimited enrolments!**

We are planning to continue writing and developing further live and online modules for rollout in 2020.

These include unilateral hearing loss, audiograms, hearing tests, collaborative IEPs, Theory of Mind and Language Processing.

These have been prioritized from feedback we have received, and to meet the needs of the mainstream teams.

We are looking for ways that we can expand our delivery of these modules to the mainstream teams that RTDs work with as well.

The Outreach Team is very focused on upskilling the staff in front of our students so that they can improve and change their practice and be the best they can be to support our students in reaching their potential



ASSIST – van Asch

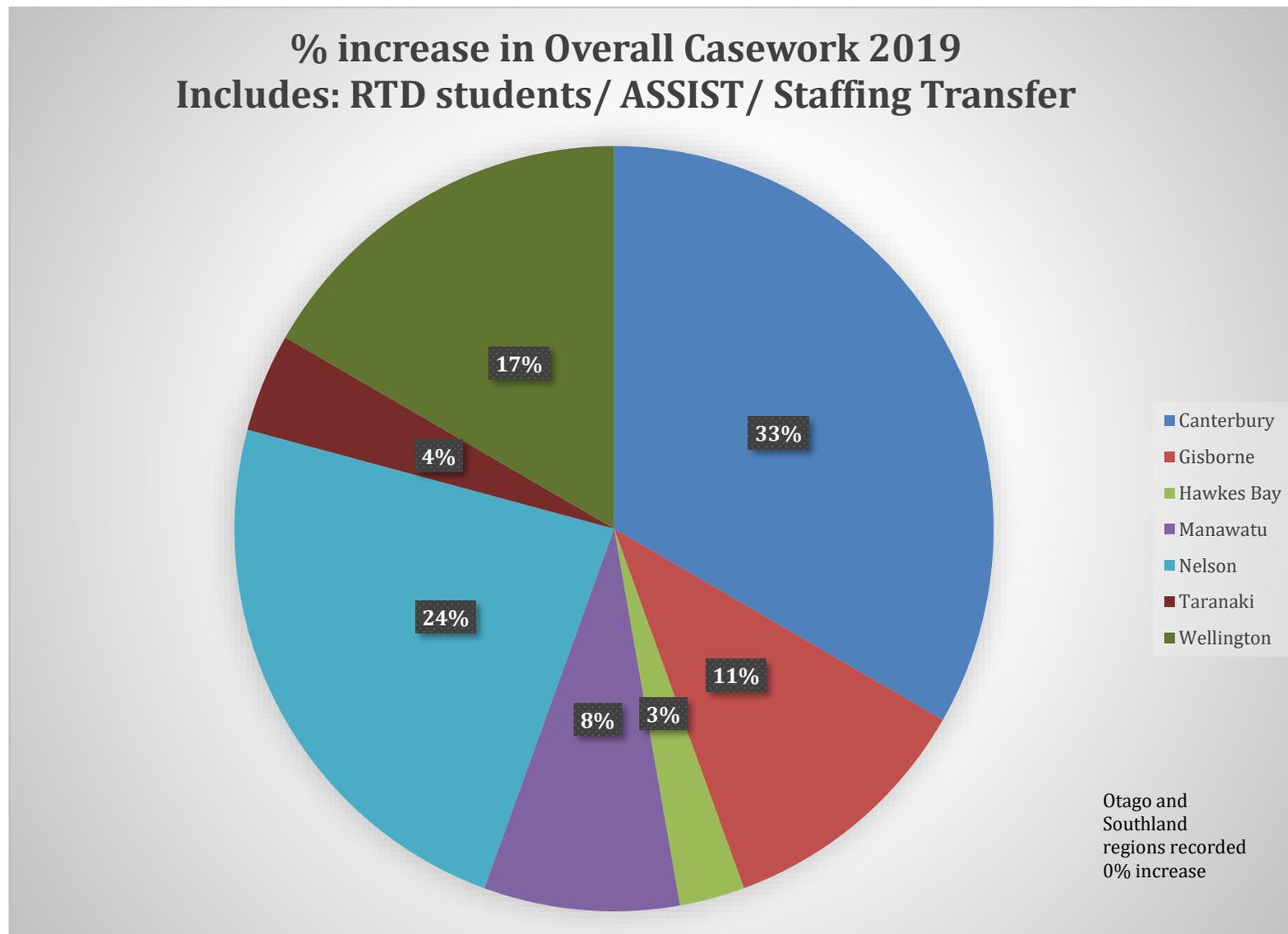
ASSIST Data	Dec 2018	Dec 2019	ASSIST Only
Region	Number of students receiving ASSIST service	Number of students receiving ASSIST service	(approx.) % caseload increase
Canterbury	105	134	22%
Gisborne	41	43	2%
Hawkes Bay	79	85	4%
Manawatu	50	64	18%
Nelson/ Marlborough	56	70	22%
Otago	69	76	3%
Southland	29	25	0%
Taranaki	63	67	2%
Wellington	109	135	19%
<b>Totals</b>	<b>601</b>	<b>699</b>	<b>Average of 11% increase across all regions</b>

- Staffing: Each region has a dedicated ASSIST staff member who has oversight of the ASSIST service within their local region (with the exception of Canterbury, Hawkes Bay and Otago where oversight was shared between 2 staff). When applicable, other RTD staff members do undertake ASSIST tasks to ensure learner needs are met.
- Table above represents the growth in ASSIST students over the 2019 calendar year.
- The totals for each region are a combination of:
  - a) Students who are 'Handovers' from the Ministry of Education. These are students who transition from Year 3 to Year 4 and are therefore referred directly to the ASSIST service
  - b) Students who are New Referrals to service. Typically, these are students who have been directly referred from Audiology clinics within regional centres (DHB or Independent clinics). Students eligible for this agreed service are: Children with bilateral or unilateral sensorineural and/or long-term conductive hearing levels and auditory neuropathy spectrum disorder. Average 20 dB or more across 500, 1000, 2000, 4000 Hz.
- Growth in numbers varied greatly. Canterbury, Nelson/ Marlborough and Wellington regions showed the highest number of student increase over the 2019 period.
- At different times during the year this puts pressure on these regions.
- Why regions have variance in growth, may not be entirely based on the fact that these regions have larger populations. Referrals from Audiologists for example rely on their own judgement whether children (in consultation in their parents) are referred to our service. It is not known if there is any consistency of practice across all regions.
- It is also unknown whether we are capturing all Year 4 students when passed over from the Ministry of Education. Potentially there are other students where AODCs closed service in early years but may still require referral (or at least a check) from the ASSIST service.
- Data shows that 55 students in total (across all VADEC regions) left the ASSIST service in 2018 (students leaving school). However significantly more students came on to the ASSIST service (98 in total). In addition to this there were also a number of students that moved from KDEC ASSIST service to VADEC ASSIST service and vice versa.
- Data from this Term alone (Term 1:2020) indicates that this trend is continuing or potentially increasing.
- Please note that the data indicated in these Tables/ Graph represents **one aspect** of ASSIST practice. There are many other aspects of ASSIST practice not summarised in this report.

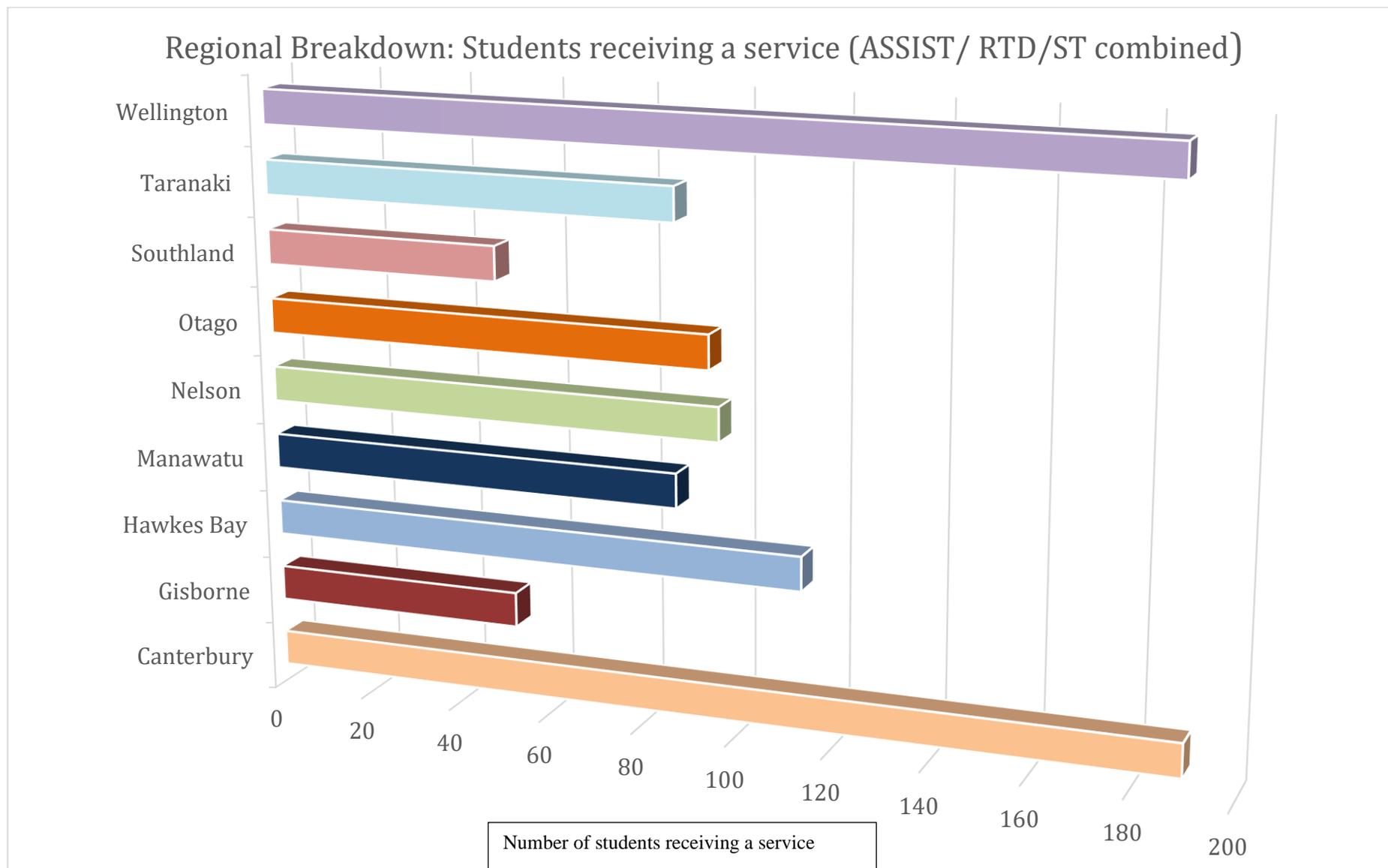
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<b>Region</b>	<b>Number of MOE Handover (Feb 2019)</b>	<b>Number of New Referrals (Feb-Nov 2019)</b>	<b>Combined total of Handovers + New Referrals: 2019</b>
<b>Canterbury</b>	18	13	31
<b>Gisborne</b>	5	2	7
<b>Hawkes Bay</b>	7	8	15
<b>Manawatu</b>	4	6	10
<b>Nelson/ Marlborough/ WC</b>	7	11	18
<b>Otago</b>	9	4	13
<b>Southland</b>	2	2	4
<b>Taranaki</b>	7	7	14
<b>Wellington</b>	15	20	35
<b>Total</b>	<b>74</b>	<b>73</b>	<b>147</b>



- The graph above represents the **overall growth in casework** across Direct and Indirect service for 2019 compared to 2018.
- This % increase takes into account ASSIST numbers, additional students added to RTD caseloads over 2019 and the numbers of students who receive Staffing Transfer support.
- This shows that Canterbury, Wellington and Nelson/Marlborough are potential pressure points. Though Gisborne shows a significant increase, the actual number of students is considerably low in comparison to other regions.
- The table below shows a regional breakdown of numbers. As an example, approximately 130 of the 183 Wellington students represented here receive ASSIST service.



**ASSIST – Kelston**

Number of learners on the ASSIST service fluctuated between 1050 – 1200 over the course of the year.

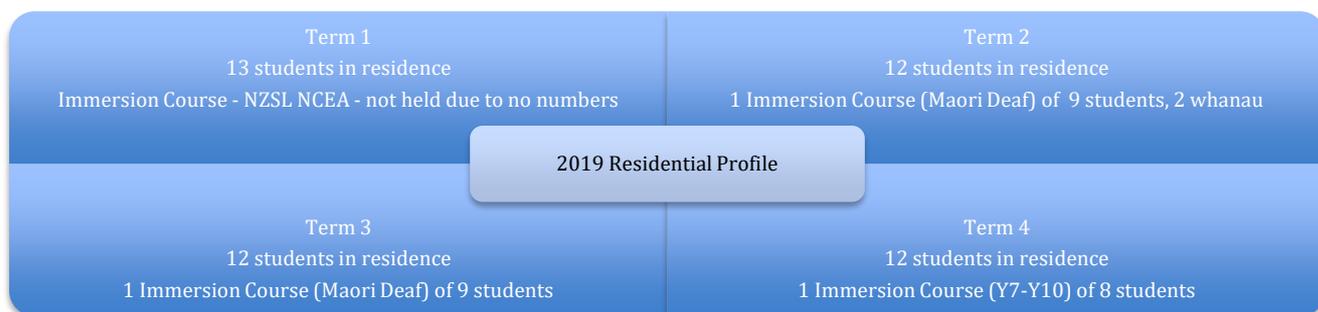
Distribution of learners end 2019:

<b>Region</b>	<b>Learners receiving ASSIST services years 4 - 13</b>
Northland	118
Auckland	582
Waikato	221
Bay of Plenty	161
<b>TOTAL:</b>	<b>1082</b>

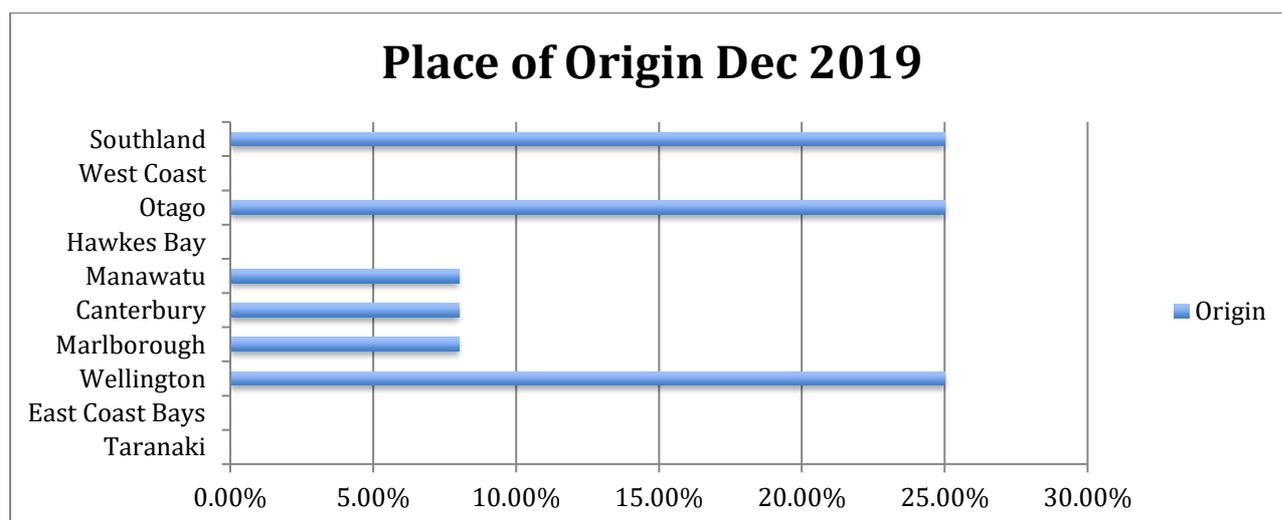
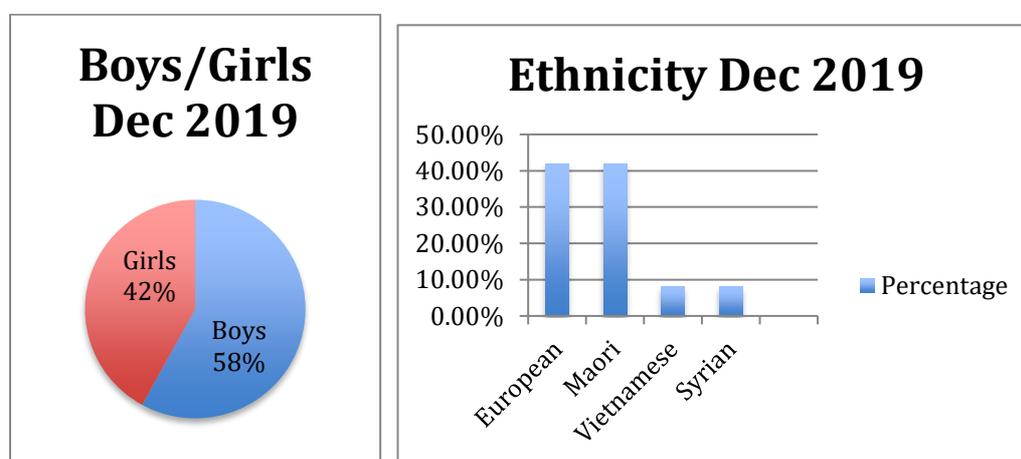
- Total number of children on direct caseload was 462, therefore ASSIST learners make up 70% of total DHH learners.
- Accuracy of ASSIST learner data in KAMAR is increasing in reliability.
- Most referrals continue to be from MOE handover at year 4 and audiology referrals.
- Number of staff upskilled in ASSIST work has increase over this year to 17 RTDs.
- Efficiency of work and systems is leading to greater capacity for increased contact with schools, students and whanau particularly in areas of greater population density.
- Regular meetings with regional AODCs were held in most regions during the year. The purpose was to share expertise, update on technology, learner information and systems improvement.
- The team was led by Jim Casey and capability of staff in this work is increasing across the KDEC regions.

## 6 Residential Homes

### van Asch Students in Residence – 2019 overview:



Students in Residence December 2019:



### Student Highlights and Activities:

Student numbers stayed stable over the course of the year. 2 students left during the year, one to leave school and pursue an independent life, and another who transferred to KDEC to enrol in tertiary courses at AUT. A day student based at the Hillmorton Provision was welcomed into the Residences

for weekends, allowing him to expand his social circle, be involved in weekend activities, and learn some independence skills. This has been hugely successful for the student, his family and his social/emotional learning.

Students have actively negotiated and worked as a team to plan for bigger more expensive activities throughout the year, and balance this with keeping themselves busy on weekends with activities that they enjoy doing as a large group, or smaller groups. Many students are independently organising their own weekend activities off-site, with parental permission, and enjoying the level of personal responsibility that comes with this.

Some activity highlights have been:

- Yearly Christmas Party at a staff members house in Tai Tapu for students, staff and their families.
- Day Ski Trip to Porter Heights Ski field
- Several day trips to Hanmer Springs Thermal Resort
- Hororata Night Glow
- Orana Park
- YMCA Clip N Climb
- MasterChef between the houses
- Basketball Rams v Giants
- Puppy farm and other farm visits
- Ice Skating
- Various activities and evenings organised by Canterbury Deaf Club

### **Residential Initiatives**

#### **Alignment with Kelston residences and Village**

- The two Senior Leaders of van Asch and Kelston Residences have continued to strengthen and work on alignment in all areas of residential operation over the course of the year.
- Creation of a SALT Whakamana team to work on a Collaborative Enquiry around Communication. This has involved both Senior Leaders constructing professional development, resources and interventions based of data and evidence gathered over the year. There is high engagement with staff on call-back days and has generated excellent dialogue on how we use communication effectively with students in the residences. This work will continue into 2020.
- Residential Team Leaders from van Asch and Kelston spent 2 days in the other setting to build relationships, collaborate and share good practice.
- Senior Leaders travelled 2-3 weekly to spend time planning, aligning and working collaboratively on all aspects of residential operations. All Call-back days were planned and delivered in an aligned way over 2019.

#### **Residential Pathway**

- Successful full year of students working towards KPI goals. 64% of students moved up a level indicating that they had achieved their goals for the term and had continued to live in a pro-social way, contributing to the house and developing independence. This movement showed that students showed consistency in their effort to achieve these goals, responding to weekly feedback.
- 3 students had a flatting trial in the independent flat in 2019. Of those, 2 students moved in permanently.
- KPI system embedded with students, with feedback shared weekly on their goals. Reporting to parents/whanau is being trialled.

#### **Parent Engagement**

- 4 successful home visits by Residential Team leader Pastoral Care

- Close collaborative work with one whanau around an individual plan for their complex needs young person in residence. Involved whanau home visit, work with specialist team and close consultation with teaching team around the student.

**Budgeting residential food and leisure money**

- Residential Team Leader Personnel successfully using new budgeting and tracking system.
- Came in under budget for food spending, and on budget for leisure activity spending.
- Grocery shopping moved to Countdown online system, resulting in savings, saving on time, and higher student engagement in the weekly shopping for the houses.
- Students continue to develop weekly menus and be highly involved in preparation, cooking and cleaning of all meals. Many students now able to do this independently.

**Staffing**

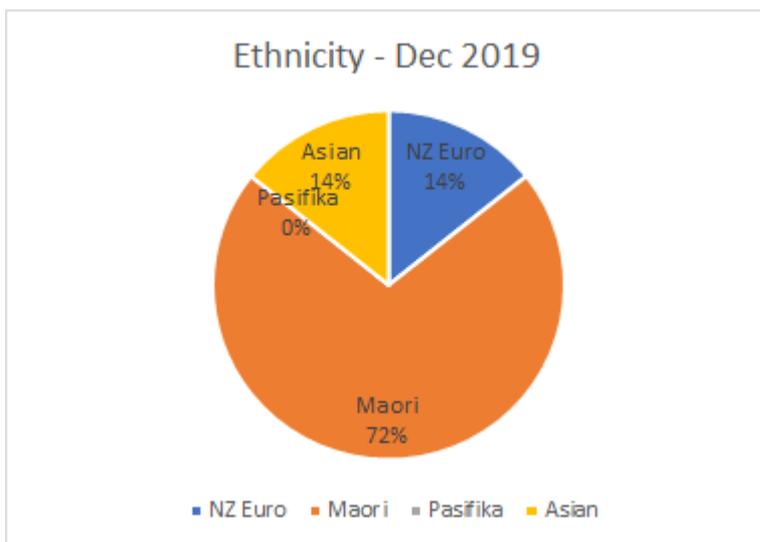
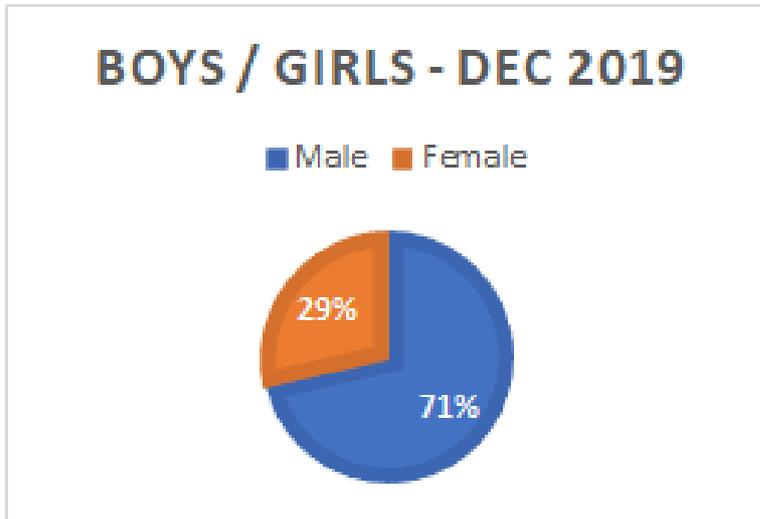
- Residential staffing remained stable.
- Team helped successfully induct 4 new students by working in a collaborative way.
- Residential Team Leader weekly meetings to discuss operational aspects of the residences highly effective and successful.
- Residential Team Leader Pastoral Care successfully took on extra responsibility in Term 2 while APPC was on family leave.

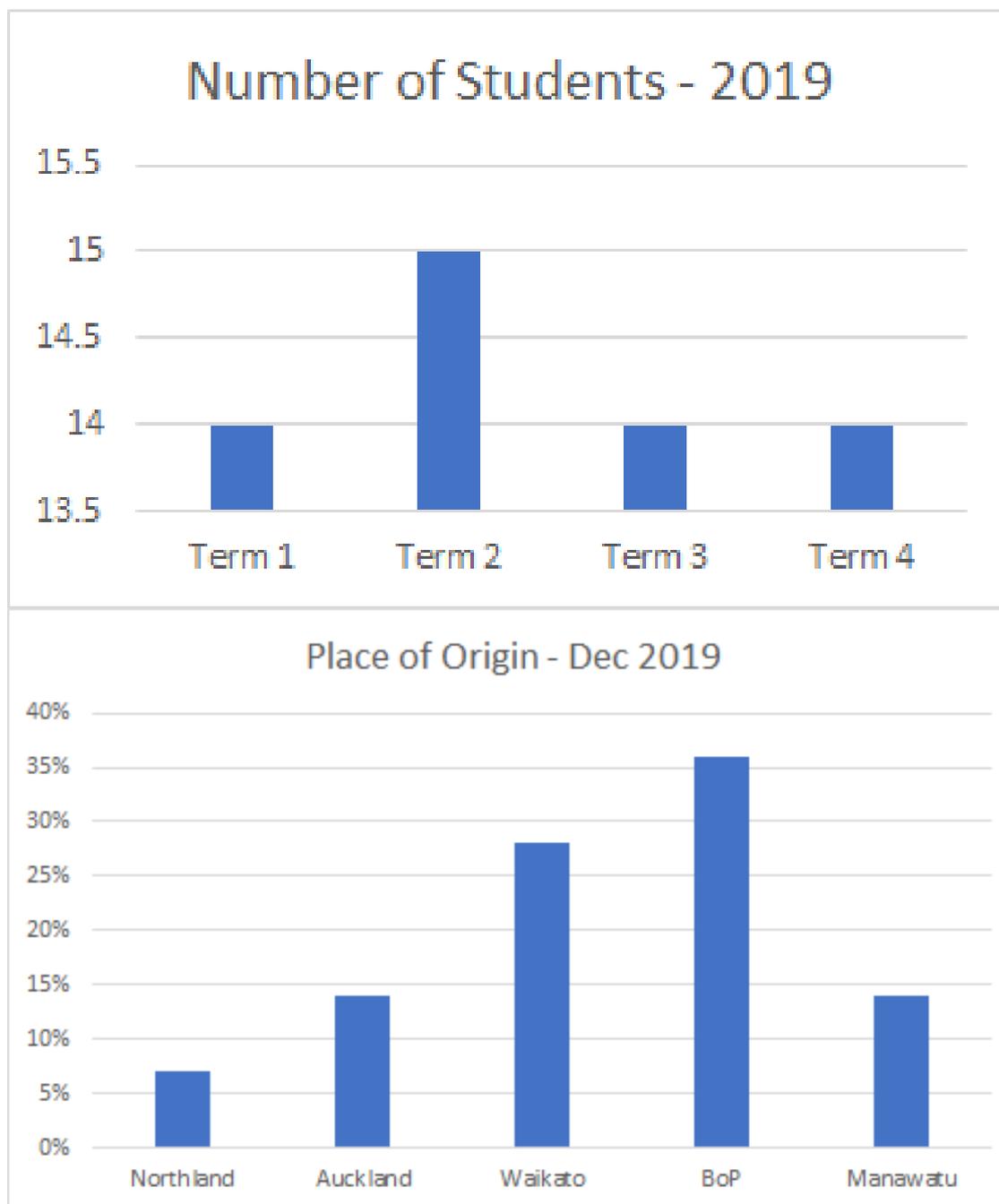
**Compliance**

- Successful renewal for Hostel Licence in February 2019, valid for 3 years.
-

**Kelston**

**Students in Residence – 2019 overview**





Residential students number population remained steady for the last six months, with two students leaving and four new students coming in.

- one student transferred in from van Asch to enrol Deaf related course in AUT.
- One student started full time in Term 3 after a successful term trial on social behaviour and safety.
- Two students have been accepted in Residence in July from the Placement applications.
- One student left in Mid Term 3 to attend a full-time course in Unitec.
- One student left to move back with her father based in Auckland nearby Kelston.
- Three other students planned to leave at the end of the year.

One residential student, attend Massey High School doing Vocational Academy Pathway in Carpentry, has been selected for the Prime Minister award nomination and successfully achieved it. A great honour to receive it.

One student was selected to represent in “Deaf Blacks” Rugby playing three tests with Argentina team in August. Deaf Blacks have won all three games. Congratulations.

Residential students hosted for Michael Wi’s tangi - welcoming the visitors and also attend his funeral at Taumarunui.

Three of the residential students performed the wero for the Marae opening.

Two Senior leaders from van Asch and Kelston have been working together with SALT Whakamana on Team-based Inquiry over the year. Students Hauora focused on communication with staff, whanau and students. The focus is on how we use communication connection effectively with students in residence. During the call back days, the staff were engaging. They expressed good dialogue practice with staff and resources were given for them to help to keep in track and will continue through 2020.

During the last six months, Senior leaders continued to maintain planning, communication, alignment and ensured that residential operations are well supported

Residential Team Leaders have continued to strengthen the work together in Residential operations. They had two days together along with van Asch Residential Team leaders to build up relationship, collaborate, understanding the residential system.

KPI programme wasn't successfully set up well at the beginning of the year. Still, due to level 3 not being attractive and did not continue in Term 2. Residential Team Leaders enquired on this and adjusted the level 3 goal. KPI Pathway restarted in Term 3 and few students has moved up one level. This will continue into 2020

William Pike Challenge Award for Community activities was very successful, and all students have received certificates showing their commitment in participation.

Most of the residential student had another successful annual trip to Mount Ruapehu. OJC, OSC and Tu Kokiri came with the Residential group. The ski trip ended the weekend on a high, all happy and tired at the end.

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## 7 *Early Childhood*

### **van Asch - Early Intervention Centre**

Attendance by local Christchurch families in 2019 each day is as follows:

	Monday	Tuesday	Wednesday	Thursday (C.O.D.A group)	Friday
Term One	5 families	6 families	7 families	11 families	
Term Two	5 families	6 families	7 families	11 families	
Term Three	5 families	6 families	6 families	11 families	
Term Four	0 families	9 families	6 families	11 families	

Families attending our weekly sessions travel from all over Christchurch. We have several families travelling from North Canterbury and one from Ashburton. We continued to provide group and individual sessions for families of Deaf/hard of hearing preschoolers and their whānau on Monday to Wednesdays. Our Thursday group continued to cater for Children of Deaf Adults (C.O.D.A) and their whānau.

Throughout 2019 we were able to farewell five Deaf/Hard of Hearing students to school. We welcomed several new families into the centre at the start of 2019 and one at the end of 2019. We have several families with enrolments pending for early 2020. Several families changed the day of the week on which they attend the centre to accommodate change in work commitments or to join a larger group as children left for school.

#### **ERO visit:**

We completed a successful review by the ERO team in May. ERO found the centre to be “Well Placed” to provide positive learning outcomes for children.

*“The service philosophy is highly evident in practice. Strong, reciprocal and respectful relationships are formed with each family, supporting children's sense of wellbeing and belonging. Rich purposeful interactions between adults and children promote the valued outcomes for children. Aspects of te reo and tikanga Māori are meaningfully integrated.”*

*ERO report June 2019*

The focus of our Regular Self Review question for 2019's Regular Internal Evaluation was:

*How can we best support parents to improve the language outcomes for 2-4 year old, Deaf/Hard of Hearing learners who have been identified as being up to 12 months below their chronological age for spoken language?*

We then identified children within our individual caseloads to develop individual inquiry goals for. Individual goals were based in the following areas:

- \* How can we use student's and parent's strength in native language (NZSL) to further develop spoken English.
- \* How can we accelerate language acquisition through a focus on the use of social language, social skills and theory of mind development.
- \* How can we best support fathers of D/HoH pre-schoolers to understand the implications of their child's hearing levels for language/communication development.
- \* How can we best support Deaf/HoH students who are learning two spoken languages simultaneously.

We are continuing to work collaboratively to identify ways we can change our practice in this area to enhance children's language acquisition. Individual teachers worked with their selected

students/whānau from the above cohort. We were able to share and discuss our thoughts and findings in regular discussions times during our weekly meetings.

**Emergent Evaluations:**

We also completed two emergent evaluations in 2019:

**“Supporting students to further develop their theory of mind”**

We asked: What resources and approaches can we as Kaiako use to surround our learners with the language and that will enable them to further develop their theory of mind? We created a wall display demonstrating some of the ‘mental state’ language. We were more explicit in planning for and pointing out characters ‘mental states’ in books we shared. We more explicitly planned and worked with parents around including mental state words in everyday conversations and providing children with the opportunity to be exposed to the idea that not everybody has the same thoughts and feelings that they do.

**“Making Te Whāriki visible for parents and caregivers”**

We asked: How can we ensure that the goals and strategies we implement that are linked Te Whāriki are visible and meaningful to the parents and caregivers who come with their children to be a part of our sessions.

By more explicitly recording learning we notice linked to Te Whariki goals allow us to see patterns of tamariki interest and development over time. As we only see each student once a week this allows us to gather and notice development overtime and plan strategies/next steps accordingly. Linking our noticing and displaying this on our wall enables parents and children to access this information.



Students revisiting their learning by exploring the Te Ao Māori learning stories



He Waka eke noa –  
EIC families 2019

**Kelston - Preschool**

**EI Student details: % out of 31 students**

Number of students as at 31.12.19	Gender 18 = 58 % M 13 = 42% F 31 children	Ethnicity 26% Maori 32% Pasifika 32 % NZ European 10 % Other	Specialist service  Identify service
<b>Total :</b>			
<b>Deaf and Hard of Hearing (DHH)</b>	16	4 Maori 8 Pasifika 2 NZ European 2 Other	Paediatrician x 5 Audiologist x 5 Physio x 2      EIT x 1 SLT x 16      AODC x 16 OT x 1      Habilitationist x 1 First Signs x 5
Hearing Children of Deaf Adults (CODA)	4	1 Pasifika 2 NZ European 1 Other	
Hearing Siblings – Dual Enrolled	7	4 Maori 2 Pasifika 1 Other	
Hearing children Discretionary enrolment (D)	3	3 NZ European	
Hearing Students local Community (LC)	1	1 NZ European	

6 children transitioned to school December 2019. 3 new enrolments 2020. 2 pending enrolments (Deaf) for Term 3 2020 to be confirmed. Waiting list consists of 1 x Deaf, (age 2.2) and 5 x Hearing. 1 child continuing enrolment until age 5.6 - entering school Term 3.

Currently there is no Speech Language/Communication specialist working in the preschool, since Dec 2019 when our therapist resigned.

As part of our regular teaching, children are involved in planned communication sessions/groups to target language and social needs. These groups are as a result of individual IDP goals, or observed and recorded needs of children and in addition to daily planned programme.

Internal evaluation for 2020 –

- 1) Transition to School for all Students. Teaching staff are undertaking an internal review of the processes for Transition to School for Hearing children. Currently there is no recorded process for hearing children who will enter local primary school within the home locality. Contact will be made and relationships built with schools outside of KDEC provision schooling to support all families during transition to school processes. This review is part of our strategic plan for 2020.
- 2) Cultural Responsiveness. A review is being undertaken to identify how the preschool curriculum supports children from a range of cultural backgrounds. This is a response to teacher reflections about best practise. Surveys, and information seeking from families is our first step towards this goal. This review will continue for 2020.

ERO are expected into preschool between April and July 2020. All expectations and documentation for this review has been prepared by the teaching staff. An exact date for the ERO visit is to be **confirmed**.

## **8 Resource Centres**

### **van Asch & KDEC**

#### **eLearning**

- eLearning modules developed to support mainstream teachers
  - Bone Conduction Hearing Aids
  - Audiograms
- Introduction to NZSL verbs module completed to support staff learning the structure of NZSL.
- Moved the eLearning platform to a more easily and cost-effective platform (Moodle) to reduce barriers for students and stakeholders accessing learning content.
- Recruited a new eLearning Designer and Developer -fixed term in Dec 2019 to continue module development until the merger.
- Collaborative project with KARA technologies on student engagement with an avatar.
- Began work with Core school to write an application for digital fluency/ readiness will be submitted for both KDEC and van Asch.
- National Apps review, identifying what areas of the curriculum are not currently covered.
- Creation of relevant App training and online tutorials.
- KDEC Core School student device review and implementation.

#### **Interpreting and Translation**

- Created guidelines for an effective translation process and collaboration with those making requests who now have clearer expectations on when and how the translations can be provided.
- Kelston staff interpreter team established with collaboration across van Asch and Kelston teams.
- Translation demand spiked (and remains at these levels) as merger and other information is made accessible.
- Continued to provide language access across New Zealand.
- KDEC interpreter online bookings system established.

#### **Library and Museum**

- Focus on purchasing eBooks to develop the digital, instant download offering
- Promotion of eBooks and eBook platforms to all teaching staff
- Developed Kelvan Digital Library pages to promote digital offerings with a single point of access
- Purchased, for staff, an eBook collection on wellbeing for holiday reading
- Grew the Deaf Character collection to assist students with a sense of belonging
- Began planning and work on the VR Museum of both KDEC and van Asch's history to be accessible on the new school website.

#### **Media and Video Production**

- Development of a new educational series of interviews with past students and staff for Deaf Studies. 2 episodes are complete.
- Additional posters for preschool children focusing on common songs and vocabulary in English, Te Reo and NZSL
- 70 PM Readers transliterated into Sign Supported English to support literacy and NZSL and English bridging for students.
- 7 popular story books translated into NZSL and published in Turi TV
- 7 NZSL Bites added to Turi TV
- NZSL handbook resource updated to include new signs and updated signs
- Deaf Education Facebook page setup in February to communicate student events to our deaf community – 1547 followers

- Began development of an Educational Glossary in collaboration with Victoria University for puberty, numeracy and geometry. A total of 350 signs will be hosted on sign share in 2020
- Creation of Communication Guidelines.
- Began development of four Maori Myths book translations.
- Collaboration project with First Signs Deaf Aotearoa “Sign Play” creating Deaf culture NZSL rhymes.
- Development stage of the second Kete ‘Kai Tiakitanga’.
- Successful pilot of a weekly NZSL News bulletin.

#### **IT Infrastructure and Training**

- An IT Trainer recruited in July 2019 to support national staff IT skill development to use Office 365 apps, Zoom Video conferencing and KELVAN (new intranet)
- New Intranet-KELVAN launched in October 2019 to facilitate organisation wide communication and access to organisational information. Further development of KELVAN and File management for shared files planned for 2020.
- Workshops with teams to find out how employees store and manage work files and where that will be going with the introduction of our intranet
- Streamlined communication with introduction of Kelvan for student, management and general news.
- New wifi access points obtained on van Asch and KDEC sites to update and improve wifi speeds and signal strength
- Zoom Pro licenses available to staff to maximise communication features for at distance meetings. 2 Zoom Rooms at KDEC and van Asch set up for high volume meeting spaces and ease of connection to Zoom.

#### **Specialist Services**

- Capturing KAMAR student assessment information.
- Improving KAMAR overall functionality to assist with reporting of student data.
- 15 Mainstream courses attended by 270 mainstream teachers, teacher aids and SenCo’s ‘The course for teachers and teacher aids with learners of hearing loss’ and “working with learners who use NZSL”.

## **9     *Audiology – van Asch***

### **Assessment and Guidance**

Throughout the year, the audiologist routinely provides assessment and guidance as part of a specialist team at VADEC to families/whanau from around the region who have either preschool or primary school children with hearing loss. These families are referred by the local AoDC or ASSIST person, and stay in residence at the Centre for four days as part of a residential course.

Liaison and professional support also occurs on a daily basis with the teachers and families attending the van Asch Early Intervention Centre, with RTDs based at the centre, as well as for students enrolled at the core school and their teachers. Assessment and amplification services are provided by the audiologist for enrolled students on a continuing basis throughout the year, at prearranged times for full hearing reviews, and as required.

As mentioned in the 2018 report, Members of the New Zealand Audiological Society who work with children under 5 years of age are required to obtain and maintain speciality certification in paediatric audiology. The audiologist at VADEC has acquired the two certificates relevant to the scope of practice at VADEC.

### **Regional Support**

Provided on a needs basis to RTDs, AoDCs, ASSIST and audiologists throughout the region. Support includes inservice training to groups and individuals.

The emphasis for regional audiological support being provided by the VADEC Audiology Service has shifted to one of advocacy for the information and guidance needs of the families of deaf and hard of hearing children. Family guidance approaches are modelled as part of routine practice for MAud students from the University of Canterbury attending and observing residential courses.

The provision of informational guidance and support to families begins at the time of diagnosis of hearing loss, and continues for at least the first two decades of a child's and young person's life. There has been an expectation that AoDCs will be the main providers of this guidance and audiologists will focus on ensuring that assessment and amplification is being carried out correctly and in a timely manner.

Despite the roles of the AoDC and ASSIST services, there exists a need for DHB audiologists to provide complimentary monitoring and assessment of progress in auditory skill and speech perception development, as well as informational guidance counselling to families and students on a continuous basis, to ensure engagement with audiology services and to maximise the benefits of providing hearing aids and cochlear implants.

### **Training Provided/ Presentations Given**

July and August – Delivery of lectures/workshops for year 1 and 2 teachers of the deaf in training, held at the University of Canterbury (UoC), VADEC and via live webinar.

The design of future teacher of the deaf training must dramatically increase the time spent in learning audiology and the content relating to hearing and oral language communication. The majority of students supported by Deaf Education NZ use their hearing for daily communication and for their learning in educational environments.

August/September – Delivery of two lectures to MAud students at UoC.

Hosting of MAud students throughout the year for clinical experience during family residential courses.

**Resource Development**

The audiologist continued to support the development of on-line learning modules designed for mainstream teachers who have a deaf or hard of hearing child in their classroom. This module development is a continuing project involving staff from KDEC and VADEC.

There is enormous potential for the Deaf Education NZ website to hold information and provide links relating to audiological matters. The VADEC Audiologist would like to see some progress on this matter. Not only will this national website be one of the windows of deaf education in New Zealand, but the majority of children and young people supported by the Deaf Education NZ are primarily oral language communicators, and resource development needs to recognise this statistic.

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## **10 Human Resources**

### **van Asch and Kelston**

The role of HR in both services took a bit of back seat at the start of 2019 with the HR Advisor (VDEC) leaving in very early January 2019 and the HR Manager (KDEC) leaving in May 2019.

A new strategic HR position was created and Graeme Bisseker started a national role as the Human Resources Strategic Leader in June 2019. Following that, in September 2019, Alison Kagen started her new dual role as National Operational HR and Health & Safety advisor.

This has been on top of the announcement of merger changes and both roles have been challenged to bring the organisations existing HR processes up to the foundational needs to support the merger change. This has required a very functional approach to HR processes dealing with core contract terms and conditions, payroll and work place staff performance events. Both roles have been problem solving focused and needed to work through a large range of issues, some going back a number of years.

There has been a great emphasis on collaborative decisions making across both centres and wide use of the ZOOM tele-conference facilities' has helped facilitate many excellent meetings, training and developmental discussions.

The shared senior group have completed a number of PD based learning times and have covered a range of topics e.g.

Applying the Powhiri Model of Welcoming into Enhancing Student and Whanau Engagement

Exploring concepts and Understandings around White Privilege

Agile Management – Understanding and Application

Performance Management – Tackling it Early

### **Staff Wellbeing**

The Wellbeing Committee established at VA has continued to meet monthly and has been very proactive on a range of issues for staff e.g. Healthy Eating, Staying Sun Safe, having addressed a number of the issues and ideas raised via a staff survey. The committee has utilised resources from the Chamber of Commerce and the District Health Board to assist source ideas, handouts, training for interested staff which have been very helpful.

With the new organisation now progressing through the change process the VA model will sit well to transfer into a broader national group.

### **Recruitment**

This remains a difficulty for all schools and for us the aspiration to have increasing numbers of DHH staff and to employ those others who can show a commitment and affinity to deaf education has become increasingly difficult.

As well a large number of our staff are non-teaching staff e.g. NZSL Tutors, Interpreters, Resources and Digital staff and we are challenged competing for these staff on an open non-education labour market.

Interpreters – a graduate interpreter can earn at least \$60 per hour for an agency and we often have to employ agency interpreters. Our best offer to a new interpreter is around \$33 an hour.

Audiologist – With the large increase in private audiology practices we are needed to compete with higher private salaries where practitioners work in a more managed / limited context – compared to what we may consider a greater and more diverse work place with us.

In the digital support area competing in an expanding and demanding IT market for staff is a challenge.

### **Teacher of the Deaf Training**

In 2019 the Deaf Education Centres were invited to contribute to the scoping of the new Teacher of the Deaf Specialist training contract that will take effect from 2021. Representation of Deaf Education Leaders on the procurement process was also invited for the first time. It's key areas put forward to the ministry to increase focus on in the training was in relation to the more holistic and integrated approach the Teachers of the Deaf are needing to take within the regional specialist teaching service role. This included, more professional knowledge on Audiology, spoken language and listening development, Advice and guidance for parents at the stage of identification of hearing loss when this is occurs at school age. Currently the Board continue to fund 1.6FTE mentoring support to teachers in training from experience Teachers of the Deaf. We have requested that this funded and built into the training package. “

We have 26 staff engaged in post graduate deaf education study (12 – 1<sup>st</sup> year, 14 - 2<sup>nd</sup> year).

We had high interest shown by staff at the end of 2019 to attend the International Conference for the Education of the Deaf in Brisbane, July 2020. We also had several staff submit abstracts for presentation and two of our staff were accepted to co-present. We had planned on sending around 17 staff to this conference, however current virus issues have curtailed that opportunity.

### **Health & Safety**

With Ms Kagen's arrival there has been an increase in H&S activity and role utilisation across a range of circumstances, especially within Kelston where an OSH committee has not been running. She has been through relevant OSH policies and is working through the procedures needed to cover us well within an H&S Plan, yet be understood and implemented by staff. An example of worked needing specialist H&S input has been the opening and accessibility of the marae building at Kelston

### **Merger Processes**

Dominating the 2<sup>nd</sup> half of 2019 has been the increased activity in moving the two schools into one entity for 20 July 2020. This has involved all staff in a broad consultation process working through structure shape, role identity, consolation meetings etc. It was great to have James Le Marquand appointed as the Executive Principal any by the end of year have the Level 2 and 3 senior staff positions identified

### **Digital File Management**

Another large area HR have been involved is the digitisation of files and file management systems. This has been ongoing work and HR has been at the front of these processed which will enable far greater accessibly to HR file documents but also to the organisation greater date and file management needs.

To assist this, at VA we have progressively been opening and saving all new staff file information into Digital staff files. At Kelston, we are in the process of ordering, indexing and scanning paper files into a digital format – we are 25% through this. Of those done so far, the ability to find information quickly is already proving a bonus.

### HR Plans

There remains HR work to be done and plans for the next 12 months cover these areas:-

- Having agreed on the core HR Policies via School Doc's, to create procedures that support these and provide access for staff to know what do to for a given scenario and when.
- Ensure each staff member has a core HR identity i.e. right staff, right role, right contract. right time, right pay. The merger process will support this; however the task to get many of these aspects in order to support the merger has been large.
- Establish an effective recruitment process supported with forms and staff accessibility. At the end of last year we had an HR student assist create some baseline work in this area and the reflected current business best practice.
- Performance Management of staff has been a large focus. Some relevant PL provided to senior leaders to help manage issues early rather than they become large and problematic.
- HR Event management reflects key school year points when we are assessing staffing in terms of their work intentions for the following year, teacher resource allocation, intended study etc. Our new Payroll Lead will be picking up these areas
- By Term 3 we will have a fulltime national Senior Payroll / HR Support person to work with Vivienne in her HR Support/Payroll position. This will make us more effective with a range of recruitment and contracting processes, payroll efficacy and workforce planning.
- The development of a national OSH committee and the need to have OSH more functioning in the schools bases with the ability to site report, monitor and drive data and then summary this in to national OSH data return.
- We need to be able to gather quickly workforce and other HR data. We are beginning to gather information around this need to find a suitable HRIS - Human Resources Information System, for that. The schools are investing into file & financial management systems which have aspects of HR data gathering; we need to be careful we don't over systemise our need.
- Career Pathway planning, especially for our DHH staff to be effective leaders is really a 5 year plan. James LM is committed to ensuring pathways are established in the new school.
- L&D/PL is an essential core to teaching & learning pedagogical growth. A coordinated process for monitoring & managing this to ensure records for appraisal are maintained that reflects the needs of the school and staff back is required.

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The next 6 months will remain very demanding for HR through staff changes and the need to have systems in place to support and meet staff need. However, we are confident in the changes coming and being part of a national school supported via an effective senior leadership structure.

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## **11 Property**

### **Sensory Schools Property Network Working Group**

This working group was established by the MOE in 2019 and includes the Principals and Executive Officer and various MOE advisors. The purpose of this group is to provide a national focus and approach to property related matters across the Sensory Network. Progress to date has been very positive.

### **Main Site – Kelston, Auckland**

The school's marae, Ruaumoko Marae, was completed in 2019.

### **Main Site – Sumner, Christchurch**

Participation in Christchurch Schools Rebuild (CSR) programme has been on hold since May 2017 initially due to the MOE's Master Planning review but subsequently delayed due to the Combined Board's new strategic focus in regard to a national service delivery model and pending outcomes. At the end of 2019 MOE property indicated the rebuild process could take another 5 years.

Redcliffs School is to relocate from the Sumner site to their new site in April 2020. A review of van Asch's property needs on the existing site will be subsequently undertaken.

### **Satellite Provision - Hillmorton High School, Christchurch**

As part of the CSR programme, a 280sqm satellite space for van Asch Deaf Education Centre at HHS is included in new middle school design. The satellite provision is to be funded from van Asch Deaf Education Centre reserves held. The construction part of the project commenced in Nov 2019 with an estimated completion date by May 2021.

### **Satellite Provision - Hagley Community College, Christchurch**

The Developed Design phase is due for completion in mid 2020 With construction works anticipated to be commencing in a staged manner from July/August 2020. The satellite provision is to be funded from van Asch Deaf Education Centre reserves held.

### **Deaf Resource Centre – Whangarei**

The refurbishment of a classroom block at Tikipunga High School, Whangarei, for a new Sensory Resource Centre (shared with BLENNZ) is due for completion in May 2020. Section 70 Agreement (Property Occupancy Document (POD)) to be reviewed.

### **Deaf Resource Centre - Franklin**

A registration of interest has been lodged with the MOE for a Sensory Resource Centre to be located in Drury or Pukekohe due to the significant growth in referrals from this area. This would take pressure off the South Auckland Sensory Resource Centre (Anton Centre) which is occupied to capacity.

### **Deaf Resource Centre - Whakatane**

Space constraints at Apanui School, Whakatane has led to a proposal to develop a new Sensory Resource Centre (shared with BLENNZ) at Whakatane Intermediate, Whakatane. All parties are agreeable and the planning stage has commenced.

### **Deaf Resource Centre - Rotorua**

The Sensory Resource Centre at Rotorua Primary School, Rotorua is not fit for purpose and H&S concerns have been signalled to the MOE. An alternative space or solution is yet to be identified. This is a high priority due to H&S BLENNZ and other agencies have signalled an interest in co-locating.

**Sensory Resource Centre – Palmerston North**

The refurbishment of a classroom block at Awapuni Primary School, Palmerston North, for a new Sensory Resource Centre (shared with BLENNZ) was completed in December 2019. Section 70 Agreement (Property Occupancy Document (POD)) to be reviewed.

**Deaf Resource Centre - Nelson**

A proposed refurbishment of a hostel block at Salisbury School, Nelson for a new Sensory Resource Centre (shared with BLENNZ & Nelson/Tasman RTLB) was confirmed by MOE in late 2019 but host school approval is still to be confirmed.

**Deaf Resource Centre - Otago**

The refurbishment of a classroom block at Riselaw Road, Dunedin, for a new Sensory Resource Centre (shared with BLENNZ & Dunedin RTLB) is due for completion in April 2020.

As this is a vacant school site the Section 70 Agreement (Property Occupancy Document (POD)) arrangements are still to be determined.

**NZSL Hub Development**

Three new hubs are funded through Budget 2019. A new Wellington based hub will start operating in February 2020. Two additional hubs will be established by Deaf Education Aotearoa New Zealand in July 2020.

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## **12 Finances**

### **Administrative Initiatives**

#### **Finance & Business Systems Review**

As part of the 2020 merger (and alignment process) a review of the organisations' finance and business systems was commissioned in November 2019. This is to be completed in early 2020 and outcomes implemented prior to the merger in July 2020.

#### **Intranet & Document Management**

In 2018 the Centres adopted Office 365 as the first part of a staged IT strategy. The second stage was to utilise Office 365 Sharepoint as the platform to meet other digital workplace needs. In 2019 an intranet (a private network only accessible to organisations staff) was developed. The third stage, a Document Management Solution (both digital and physical) was scoped and designed with implementation to proceed in 2020.

#### **Unified communications System**

Another aspect of the Centres IT strategy is the implementation of Office 365 Teams calling across the organisation. This has been scoped and is to be implemented early in 2020 in preparation of the pending merger.

#### **Hearing Equipment Database**

The development of a cloud-based Hearing Equipment Database incorporating a repair services portal for other stakeholders (e.g. Audiologists) was developed in 2019 and user adoption is to commence early 2020. This will provide an efficient, modern repair service with students benefiting through faster turnaround times in regard to repairs. Student record keeping and reporting functions will also be enhanced.

#### **Strategic Vehicle Fleet Review**

A strategic review of the combined fleet of leased vehicles operated by the Centres was undertaken with the desire to align policy & procedures and better financial management. The review was completed at the end of 2019 with the outcomes to be implemented in 2020.

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Combined Deaf Education Centres  
Annual Report 2019

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*Members of the Combined Board of Trustees*

For the year ended 31 December 2019

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<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Occupation</b>	<b>Term expires</b>
Louise Roe	Acting Principal	Appointed June 2018	Acting Principal – Kelston Deaf Education Centre	Ongoing
Bernadette Mulcahy-Bouwman	Principal	Appointed October 2010	Principal van Asch Deaf Education Centre	Ongoing
Denise Powell	Chairperson (from July 2019)	Elected July 2019	Snr Lecturer University of Canterbury	May 2022
Rachel Coppage	Parent Trustee	Elected June 2016	Self Employed Art Psychotherapist	May 2022
Crystal Skinley	Parent Trustee	Elected June 2016 Selected September 2015 to June 2016	Stay at home mum	May 2022
Anthonie de Heer	Parent Trustee	Elected June 2020	Unemployed	May 2022
Katya Blair	Parent Trustee	Elected June 2020	Student	May 2022
Sina Aiolupotea-Aiono	Parent Trustee	Elected June 2020	Snr Official – Ministry for Pacific Peoples	May 2020
Krista Clifford	Staff Trustee	Elected June 2016	Teacher Kelston Deaf Education Centre	May 2022
Rahui Lee	Student Trustee	Elected September 2019	Student	September 2020
Luca Bevin	Student Trustee	Elected September 2019	Student	September 2020
Rachel Douglas	Chairperson (from July 2015)	Elected November 2012	Self Employed AB Technician LIC	June 2019
Merran Gwyndell	Parent Trustee	Elected June 2016	Photographer	May 2019
Ratu Ratu	Parent Trustee	Elected June 2016 – Resigned June 2018	Self Employed Videographer	May 2019

## Combined Deaf Education Centres Annual Report 2019

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David McKee	Parent Trustee	Elected June 2016 Co-opted November 2013	Senior Lecturer School of Linguistics and Applied Language Studies Victoria University	May 2019
Jorja Murray	Student Trustee	Elected September 2018	Student	September 2019
Henare Browne	Student Trustee	September 2018	Student	September 2019
Helen Johnson	Parent Trustee	Selected 2018	Teacher Aide	May 2019